



**MADURAI KAMARAJ UNIVERSITY**

**(University with Potential for Excellence)**

**DISTANCE EDUCATION**



## **PRE FOUNDATION COURSE**

**PART - II**

**441**

**ENGLISH**

**Recognised by DEC**

**[www.mkudde.org](http://www.mkudde.org)**

*© All rights Reserved*

**411**

ACL-mac  
010604

STAR\500\APR '11



## முன்கூரை

அன்புமிகு மாணவ மாணவியரே

தொடக்க நிலை (Pre - Foundation) பாடத்தின் கீழ் ஆங்கிலம் பயில உள்ள உங்களுக்கு எமது வாழ்த்துக்கள், சில அறிவுரைகள்.

அஞ்சல் வழியே பெற்றிடும் ஆங்கிலப் பாடங்களை ஆழ்ந்து கவனமாக படித்து ஒவ்வொரு பாட முடிவிலும் கொடுக்கப்பட்டுள்ள பயிற்சிகளை தவறாது செய்திடல் வேண்டும். உங்களது தேர்ச்சியை அளவிடுவதற்காக இணைக்கப்பட்டுள்ள தற்சோதனை வினாத்தாள்களுக்கு விடையை எழுதி உடனுக்குடன் அனுப்பிடல் வேண்டும். ஆங்கில வார்த்தைகளின் சரியான உச்சரிப்புக்களை ஆங்கிலத்தில் தேர்ச்சி பெற்றோரிடமிந்து கேட்டு தெரிந்து கொள்ளவும்.

இனி, பாடப்பகுதியை பயன்படுத்தப்பட்டுள்ள சில சொற்றொடர்கள் பற்றிய விளக்கங்கள்.

1. Fill up the blanks : கோடிட்ட இடங்களை பூர்த்தி செய்க.
2. Pick up the proper word or answer from those given in the bracket : அடைப்புகளில் கொடுக்கப்பட்டுள்ள வார்த்தைகளில் பொருத்தமானதை செய்க.
3. Complete the following : முற்றுப்பெறாத வாக்கியங்களின் கோடிட்ட பகுதியை பூர்த்தி செய்து முழுவாக்கியத்தையும் எடுத்து எழுத வேண்டும்.
4. Match the following : தலைப்பு A-யின் கீழ் கொடுக்கப்பட்டுள்ள வாக்கியப்பகுதி ஒவ்வொன்றுக்கும் பொருத்தமானது. தலைப்பு B-யில் கொடுக்கப்பட்டிருக்கும் தலைப்பு B-யிலிருந்து சரியானதைப் பொறுக்கி எடுத்து ஒரே வாக்கியமாக எழுத வேண்டும்.
5. Fill up the (blanks with verbs given in bracket) அடைப்பில் கொடுக்கப்பட்டுள்ள வினைச் சொல்லைக் குறிப்பிட்ட

Tense-ல் அமைத்து கோடிட்ட இடத்தை நிரப்புக : குறியீடுகள் கருக்கமான அடையாளங்கள் மூலம் குறிக்கப்படும். (உ-ம்) Pet Present Continuous Tense.

6. Answer the following questions : கொடுக்கப்பட்டுள்ள வினாக்களுக்கு ஒரே வாக்கியங்களில், விடையளிக்கவும்.
7. Rewrite the following sentences changing the Voice of the predicates : கொடுக்கப்பட்டுள்ள வாக்கியத்தை செயல் பகுதியின் voice-ஐ மாற்றி வாக்கியத்தை எழுது.
8. Rewrite changing the voice of sentence : predicate-ஐ மாற்றி வாக்கியத்தை எழுது.
9. Re-arrange the words to get a correct sentence : வார்த்தைகளை ஒழுங்குபடுத்தி ஓர் வாக்கியமாக அமை.
10. Make as many sentence as possible using the table given : கொடுக்கப்பட்ட அட்டவணையை பயன்படுத்தி எவ்வளவு வாக்கியங்கள் முடியுமோ அவ்வளவு எழுது.
11. Proper - பொருத்தமான Suitable, example - e.g. உதாரணம்.

insert, but between - இரு வார்த்தைகளுக்கு இடையே புகுந்து சொருகு. Remove - நீக்கிடு. A.V. Active Voice, P.V. Passive Voice.

பாடங்கள் ஒவ்வொன்றிலும் Part - I கீழ் அநேக சொற்களுக்கு அர்த்தங்களும், வாக்கிய அமைப்பு பற்றிய விளக்கங்களும் இலக்கண குறியீடுகளும் கொடுக்கப்பட்டுள்ளன. Part - II கொடுக்கப்பட்டுள்ள பாடப் பகுதியை நன்கு புரிந்து கொள்ள உதவுகவை குறியீடுகள். எனவே Part - I ஐ நன்கு புரிந்து கொண்ட பிறகு Part - II ஐ படிக்கவும்.

உங்களது வெற்றிக்கு எமது வாழ்த்துக்கள்.

மேதியாளர்

### 3 PRE-FOUNDATION COURSE - ENGLISH

#### *Scheme in General*

1. Set sentence patterns and idioms and phrases will be introduced through the lesson-informal grammar- Structural approach as attempted in the prescribed Text books of Tamil Nadu Secondary Education Board.
2. Each lesson shall consist of two parts Under Part I Sentence Patterns based on formal grammar will be introduced and explained. Meanings of words and phrases will be brought out through usage English meanings will be given as far as possible in short. Part I Prepares the pupils to comprehend the prose lessons Part II will be the lesson proper containing the various structures Context or subject matter :-Descriptive essays; general essays . on current topics and stories written by Indian authors and English authors in an accepted or simplified form Exercises will be given under each lesson.
3. The lessons will be divided into convenient units and a Response, sheet, under each unit will be prepared and sent to the public so as to test their powers of comprehension and expression. These should be answered by the pupils.
4. Besides the prose lessons some poems and lessons on formal grammar and composition will also find a place under this scheme.

#### *Syllabus*

1. There used as Introductory Adverb - using his, have had in the possessive sense — Incomplete verb forms of use of auxiliary verbs Predicate formation in the Active Passive Voices - Simple, Continuous, perfect and perfect Continuous Tense- Sequence of tense.
2. Present and Part Participles - the infinitive.

3. Using "have to" "has to" "ought to" to denote compulsion in doing things.
4. Using "little, lot of, some, frequency, few to a few" denote quantities of countable and uncountable nouns.
5. Usage of adverbs of time "always, never, seldom, often rarely hardly, ever etc - "rather, awfully terribly"
6. Usage of adverbs of time always, never, seldom, often rarely hardly, ever etc. - "rather, awfully terribly".
7. Prepositions.
8. Articles.
9. Different kinds of pronouns including the usage of Compound pronouns such as whomsoever, whatever etc.
10. Using Compound adverbs such as "hereafter thereafter, whereas".
11. Degrees of Comparison inclusive of successive comparative degrees - the more - the more bigger and bigger.
12. Forming Complex sentences using all kinds of subordinate clause - different sentence patterns.
13. Transformation of sentences by using participle phrases, infinitives participles relative pronouns, relative adverbs etc.
14. Forms of Speech - Direct and Indirect forms.
15. Forming questions - question - tags - sentence pattern used in conversations.
16. Letters of all type - Social, Business, Complaints.
17. Developing hints as to form an essay or story.
18. Writing dialogues.

## SCHEME OF LESSONS

### PROSE LESSON

1. Visit To Madurai City
2. A Picnic
3. Crocodile and the Monkey
4. Isaac Newton
5. Gandhiji in South Africa
6. Horatius
7. Visit to a Sanctuary
8. Little Things
9. Adventures of Don Quixote

### POETRY

10. Be Indian - Buy Indian
11. Greedy - wen - Punished
12. Bird Migration
13. Letter on Sanchayika
14. As you like it - Part I
15. As you like it - Part II
16. Where the mind is without fear
17. To a Butterfly

### GRAMMAR & COMPOSITION

18. The Blind Boy
19. Only a soldier
20. The Ant and the cricket
21. To Blossoms
22. Social Letters
23. Miscellaneous letters
24. Developing the hints
25. Conversation
26. Transformation of Sentences
27. Forms of Speech



# PRE FOUNDATION COURSE

## LESSON-1

### VISIT TO MADURAI CITY

#### PART I

- Note :**
- (i) Words are classified into nouns, adjectives, verbs and adverbs. These abbreviations are used in brackets n - for - noun, v - verb, v.t — verb transitive, adj — adjective, adv - adverb.
  - (ii) 'X' is used for showing antonyms good - bad.
  - (iii) Certain words are used in sentences to bring out the meanings.

#### *Vocabulary*

**Capital** — [n] city or town which is the seat of a government, eg. London, Delhi.

**ancient** [adj] very old & modern (adj) pertaining to recent times up to-date.

**famous** [adj] well-known, celebrated —

Bharathi was a famous poet.

**magnificent** - (adj) splendid brilliant, grand.

**sculptures** (n) things carved out of clay, stone or metal.

**exquisitely** — (adv) very beautifully, fine

**excellently** - (adj) exquisite

**holy** - (ad) divine, sacred, pious unholy

The Ganges is a holy river for the Hindus.

**admire** [v.t] - regard with wonder, praise highly marvel at

**architecture** - {n} the art of building கட்டிடக்கலை



architect -- [n] one skilled in the art of planning and building

draw -- [v, t] pull, drew -- drawn.

decorate -- [v] adorn, make beautiful.

fastoons -- [n] பூ, சூலைகள் (பூக்கள், மலர்கள்).

art gallery [n] -- place where things of art are kept.

to celebrate [v, t] -- to conduct a function.

celebration [n] -- eg; Independence Day Celebrations.

grand [ad] -- splendid, lofty, majestic; grandeur [n]

1. I play football I play hockey.  
I play not only football but also hockey  
I play football as well as hockey  
I play both football and hockey.
2. much, little, plenty of these are used to show quantities.
3. use of "always, never, at times"  
He takes coffee always (எப்போதும் குடிக்கிறான்)  
He never takes coffee (ஒரு போதும் குடிப்பதில்லை)  
He takes coffee at times (எப்போதாவது குடிக்கிறான்)
4. "been" followed by "to" means "going to a place"  
He had been to Delhi (had gone) : He has been to Delhi;  
I have been to Madras.
5. "used to", (ஒரு செயலானது வழக்கமாக நடந்தது)  
He used to play hockey while at school.
6. Present participles By adding "ing" to a verb we get the present participle eg : run running :  
play -- playing

The participle is used as adjectives, nouns and in phrases - eg : Running water, Running is a good exercise.  
On seeing the snake I ran away.

7. Past Participle - verbs have three forms :

cook - present tense, cooked - past tense, cooked past participle

play, (pt) - played (pat) - played [pe - p]

This past participle form has the following usage :

We too cooked our food [used as an adjective]

Having cooked our food we took rest [participle phrase]

The pap of a verb is used in forming predicates in passive voice.

eg : The books were taken by him. The food is cooked by me  
The pap of a verb is used to form predicates in the present perfect and past perfect tenses.

eg : He has taken my book. I have seen him. They had gone

8. Use of "there" I saw a light, I went there. Here "there" place. It is an adverb of place. There Is a garden in our house. There are mango trees; there was a good crowd. There will be a match tomorrow.

Note : In the above examples "there" stands in the place of a subject. It introduces an idea. It is called 'introductory adverb' The predicate is determined by the number of the noun complement a - garden [singular] Is used Trees [plural 'are' used].

9. "an, is, was were" are known as incomplete verbs. Some words follow these verbs to complete the sentence eg. I am rich [what] He is poor. Raju is a nice fellow. They are good rich, poor, a nice fellow, good boys ate known as complements.

## 10. Use of "has have had"

- (i) has and have are used in forming predicates in the present perfect tense.

I (we, you, they) have seen this picture.

He (she, the boy) has seen this picture.

Note he, she, the boy are in 3rd person singular number.

So we use "has" in the predicated past.

- (ii) 'Had' is used in forming predicates in the past perfect tense I (we, you, he, she, they) had taken food.

- (iii) "Has, have, had" are used in the possessive tense I (we, you, they) have a house He (She, it, Raju) has a house I (we, you, he, she, they) had a house.

## 11. Degree of Comparison : old - older - oldest

- (i) The Meenakshi temple is the oldest at Madurai  
- (Superlative Degree)

Rahim is the oldest fellow the village (S.D.)

Rahim is older than any other fellow in the village

(Comparative Degree)

No one in the village is as old as Rahim (Positive Degree)

- (ii) When we speak of the member of a family in terms of their age, we use old — older - oldest. Raju has five children. A is aged 15, B is aged 12, C is aged 12 D's age is 10. E is five years old. We say : A is the eldest son E is the youngest in the family. B is as old as C A is older brother of B E is the younger brother of D.

**Note:** In using Comparative Degree "elder - younger". We suffix them With "to" and not "than".

## PART II

Madurai is one of the biggest cities in India. it is a modern town. It was once the capital of the Pandyas So it is not only a modern city but also an ancient city. It is a modern as well as an ancient city.

there are *many* temples In the city. The most famous one is the Meenakshi temple, it is a fine temple. It has tall towers. They are magnificent. There are many fine sculptures Inside the temple. There is a big mandap or hall. It contains thousand pillars. They are exquisitely carved. Fine figures and idols adorn these pillars,

There is a tank inside the temple. Now there is not much water in it. There is only very little Water. During the rainy season the tank will get plenty of water.

Madurai is a holy city. So every day a good number of pilgrims visit the Meenakshi temple. They pray to Goddess Meenakshi. They admire the fine architecture; Every year a number of festivals are celebrated in the temple. Chitra festivals celebrated with great pomp by the people. It comes in the month of Chitrai. Everyday the goddess is taken in procession round the main streets. On the last day the temple car is drawn through the main roads. It is decorated with flags and festoons idols and dolls It, is a moving art gallery in fact. People from the surrounding villages and towns gather in large numbers and celebrate the festival. They are all happy.

Last year I had been to. Madurai My father took me there. He has been to this city several times. He has many friends. We stayed with Thiru. Rajan. He is working in Madura Coats. Every day he leaves for mills at 8' O'clock in the morning and returns home at 5 O' clock in the evening. He has a fine house at Arasaradi.

There is a garden. There are many coconut trees and some mango trees in the garden.

Thiru. Rajan has five children Gopu is the eldest among them. Leela is the youngest. Gopu is studying in St. Mary's Higher Secondary School. One day we visited Mahal.

The Mahal is a very grand building. It was built by Thirumal Naick. He ruled over Madurai some three hundred years ago. He was a famous King. He used to hold his court in Mahal. Daily he used to go Meenakshi temple. He was so pious.

Madurai is a crowded city - People use cycle - rickshaws to move about. We have a number of mills and factories here. So the streets are always busy. The shops are always open. Even at midnight we can get anything to eat. The city ever steps,

I enjoyed my trip to Madurai I like the city very much;

### *Exercises*

**I. Answer the following questions each in a sentence or two.**

- 1) Who ruled Over Madurai in ancient days ?
- 2) What do the pilgrims admire ?
- 3) - Why Is the cycle-car called an art-gallery?
- 4) Who built Mahal?
- 5) With whom did I stay?
- 6) Why are the streets always busy ?

**II. Use the following words and phrases in sentences of your own exquisite, magnificent, admire, use to, as well as.**



**III. Fill up the blanks using the 'adjectives in the proper degree'**  
The adjectives are given in brackets.

- i) Raju is ——— (strong) fellow In the class. But he is not as ——— (intelligent) as David. Who is the ——— (young boy in the class)?
- ii) Taj Mahal is one of ——— (beautiful buildings in the world).
- iii) David is ——— (old) to me by five years.

**IV. Fill up the blanks using the passive Voice Predicate.**

- 1) Rani Mangammal built many choultries for the pilgrims.  
Many Choultries ——— by Rani Mangammal.
- 2) Columbus discovered America.  
America ——— by Columbus.
- 3) I play food ball daily.  
Daily football ——— by me.
- 4) We celebrate the Independence Day on 15th August.  
The Independence Day ——— on 15th August
- 5) He picks some pabbles on the shore.  
Some pebble ——— by him on the shore.



## LESSON - 2

## A PICNIC

## Para 1

## Vocabulary

Take part - (V) - Participate I took part in our school drama,  
I acted as a beggar.

Picnic (n) outing pleasure excursion with meals out of doors inter-  
esting (adj) - appealing to one's curiosity, drawing one's attention  
fully.

irrigate (V.t) to water the lands and fields

irrigation (n) *பொழிவு*

Plough (v, t, n) - reap - *அறுவடை செய்*

harvest (v, t, n) - reap - *அறுவடை செய்*

make friends with - Rama made friends with Guba a hunter

track (n,v) foot path

symbols (n) signs

too <adv> tired - very tired

pretty - (adj) beautiful

## Teaching Items

## 1) 'Using every where nowhere'

The river was in floods Water surrounded the huts. There was water  
everywhere.

Gopi is not here. He has gone somewhere.

2. Prepositions are used to connect a verb and a noun or a noun and a noun. Some prepositions in these sentences have been given in bold letter. Note how they are used.

I went to Madras He came from the school and looked into the room.  
A bird came through the window. There is a bridge across the river.  
The legs of the table are broken.

Use of 'at'. This is used to denote a particular time or place. He met me at Rama Vilas theatre at 9 o'clock in the night Use of 'about' ஒன்றைப்பற்றி கிட்டத்தட்ட

We talked about our school days.

3. Use of Present Participle in forming Predicates, playing is the present participle of the verb "play". This participle is used in forming predicates in continuous tense (தொடர் செய்க)

I am playing foot ball.

We (You, they, boys) are playing foot ball.

We (she, it, a boy) are playing foot ball.

I (we, you, he, she, it, they) were playing football.

**Notes** In the above three sentences we have the predicate in the present continuous tense. In the fourth sentence we have the predicate in the past continuous tense.

I will be travelling to Madras tomorrow by Pandiyan Express.

He will be meeting me at a riotal Ashok this evening.

**Note:** The above predicates are in future continuous tense, be is inserted between will, shall etc and the present participle form. The present participle is used in combining two ideas:

e.g. i) I saw Raju He was making a table

I saw Raju making a table.

ii) He saw the police, He ran away.

On seeing the police, he ran away.

4. Using auxiliary verbs "shall, wilt, can, may could, should would, might must" are called auxiliary verbs.

"Shall and Will" are used to denote a future action is, forming the predicate in the future tense.

Note carefully how they are used

i) I shall meet you tomorrow. It is my intention. I may meet you or may not meet you I am not sure about it.

ii) I will meet you. It is a firm decision.

iii) We shall go to a picture. This is a proposal.

iv) With the subjects you, he, she, they (Second and Third person 'will' is used to denote future action, a proposed action.

eg. He will meet you tomorrow at the theatre. They will leave for Madras this night.

v) 'Should and Must' are used in the sense of a command order, or advice:

eg. You should not smoke. It is injurious to Health. You must (should) meet me tomorrow, (compulsion  $\text{ঐচ্ছিক}$ )

It is time. I must go now.

vi) Note how "Will Shall" are used in forming the passive voice predicates in these sentences.

I shall meet you tomorrow (Active Voice)

You will be met by me tomorrow (Passive Voice)

He will hide the jewels (A.V)

The jewels will be hidden by him (P.V)

You must eat this ripe apple (P.V)

This ripe apple must be eaten by you (P-V)

You can see this picture (A.V)

This picture can be seen by you. (P-V)

**Note :** In all the above Passive Voice Predicates the word 'be' is put in between the auxiliary verb and the past participle of the main verb see, saw, seen I can see it, It can be seen by me.

## PART II A PICNIC

I am studying in the Rajah's Higher Secondary school Sivaganga. Ours is a fine school. Our teachers are kind to us. They teach us well. Dally I play hockey playing games is good for health our class teacher Mr.Rajaram takes part in the games.

Last month he took us on a picnic to Malampatti. It is a pretty village. We travelled by the school van. On both sided of the road there were green fields and coconut groves, it was green everywhere. No where a waste bit of land could be seen. We reached Malampatti at about 9 A.M. We had been divided into three groups and each group had a tent to stay in. We ourselves prepared our food.

We took our meals at 1. P.M. Then we were taking rest under a shady tree. Ramu was telling us ah interesting story at that time a snake came out of a nearby bush. Luckily for us it was seen by Kandan. We threw stones at it, and it Was killed In no time.

Then we went round the village. There is a river running along the northern side of the village. It irrigates the fields. Water is taken through the cannals. We saw some men ploughing the fields some har vesting the crops, some sheep grazing along the hedges. We met some village boys. We made friends with them

We returned to our camp at 4 P.M. Then we had our tiffin. Then our teacher set us on the game of Treasure Hunt. I am describing this game.

An article will be hidden in a far off place. Signs like arrows crosses and circles will be marked all along the track. They will lead us to the correct place. We were divided into three groups. By noticing the symbols carefully we followed the track. Th track led us through the fields. Over the badges, and across the river-bed. Our group was the first to pick up the treasure a dictionary.

After playing the game of treasure hunt we became too tired to do anything else. So we left for our town by van. All of us enjoyed this picnic very much.

### **Exercise**

#### **I. Answer the following questions :**

1. Where did the boys go on a picnic?
2. How was the river useful to the villagers?
3. What happened when Ramu was telling the boys a story?
4. What did they see in the fields?
5. How did they feel after playing the game of Treasure Hunt?

#### **II. Describe the game of Treasure Hunt in a paragraph.**

#### **III. Fill up blanks with suitable prepositions :**

1. He lives \_\_\_\_\_ Delhi.
2. He has many presents \_\_\_\_\_ his friends.
3. We play football \_\_\_\_\_ the evenings \_\_\_\_\_ school.
4. My house is \_\_\_\_\_ the corner \_\_\_\_\_ the street.
5. I met my friends Raju \_\_\_\_\_ the Airport \_\_\_\_\_ Monday the 10th Sept, 1984. He told me \_\_\_\_\_ his travels in the African Jungle.



#### IV Fill up the blanks with Passive Voice Predicates.

1. He will buy some books at Higginbothams  
some books ----- by him at Higginbothams
2. Bhima could kill ten men at a stroke.  
Ten men ----- by Bhima.
3. We cannot climb the hill now.  
This will ----- by us now.
4. I shall show you my album.  
My album ----- you by me
5. We should obey the law of land.  
The laws of the land ----- by us.

#### V. Join the pairs of sentence using a present participle.

1. I saw Raju. He was planting sapling.
2. He finished his work. He took rest.
3. The train stopped. The thief jumped out.
4. There is smoke it is coming from the huts.
5. Work in the garden daaily. It is a good exercise.



## LESSON-3

## THE CROCODILE AND THE MONKEY

## PART I

*Vocabulary*

relish (v, t) to taste with pleasure.

adventure - (n) risk bold undertaking, **தீர்ப்பு** adventurous (adj)

delicious - (ad) extremely pleasing to taste, delightful.

bent upon - determined or keen on doing a thing.

The enemies were bent upon killing Prophet Mohammed intentions - (n)  
aim, purpose, firmly resolved.

thought of a plan Shivaji was put under house arrest by Aurangzeb, He  
thought of a plan to escape beiteva - (v, t) to regard as true, to trust x  
disbelieve belief (n) - firm faith or trust,

*Teaching Items*

- 1 Use of Would - Would is the past tense form of will. It is used in narratives that describe past events. It is used along with predicates in the past tense.

- (i) He says he will meet me at the station;  
He said that he would meet me at the station.
- (ii) Sita said, 'Ramu, tomorrow we shall go to a picture'  
(Direct speech)  
Sita told Ramu that the next day would go to a picture.  
(Reported speech)

- (iii) When I and Rahim met we would talk of the political situation in Sri Lanka.

**Note :** A habitual action what we used to do.

### **Kinds of sentences**

- (i) He brought the TV. Set last month (statement)

When did he buy the T.V set? (Questions)

What did he buy last week?

**Notes :** In a statement the sentence begins with a subject.

But in forming questions we start with, "When. what whywhere. Who How etc or auxiliary verbs such as or "do" does, did, can will etc". The Subject is placed between the auxiliary verb and the main verb.

- (ii) Take your books Don't take this food  
please give me a pen (These are commands or requests)

- (iii) Ah, what a fine gentleman Mr. David is (Exclamatory sentence)

**Use of infinitive:** The following are examples of infinitives to go to eat to buy

The infinitive is used to denote a purpose:

eg: I want some books. I go to a shop to buy them' The infinitive is used to complete a sentence starting with It.

eg: It Is good for health to swim.

(To Swim is good for health Hence the infinitive Is used as a subject)

- 4) Forming predicates In the present part of tense அண்மையில் முடிக்கப்பட்ட செயல்கள் present perfect tense

eg: (i) Raju is not a stranger to me I have already met him in your house.

- (ii) I don't want coffee I have just now had a cup of coffee.

- (iii) The train has just arrived. It will take 10 minutes to start  
இப்போதுதான் வந்துள்ளது.

**Note :** i) For the subject "I, We, you, they boys." etc, the present perfect tense is formed by using 'have' have been. Past Participle form of the verb and the see-saw seen.

ii) With third person singular subjects such as he, she, it, a boy, a girl etc., we use 'has' have seen, has taken etc.

iii) The perfect tense is usually used with word, "just" already since etc.

iv) In forming the passive voice predicate "been" follows "have or has"

eg : I have seen this picture, (Active Voice)

This picture has been seen by me (Passive Voice)

Raju has taken my book (A.V.)

My book has been taken by Raju (P.V.)

## PART II

### CROCODILE AND THE MONKEY

Once there lived a monkey on the bank Ganges. It was living on a mango tree. Daily it would pluck the ripe

In the river there lived a crocodile. It would swim to the banks to take rest. One day it was taking rest under the mango tree; It saw the monkey eating fruits. It also wanted some fruits to eat. The monkey threw some fruits on to the ground. The crocodile ate them and relished them much. The monkey said, "My dear friends are the mangoes find? They have been specially chosen for you" The crocodile thanked the monkey. Soon they became friends. Daily they used to meet and talk for hours

together. The monkey would wait till the Crocodile described *about* its adventures among the groves. The Crocodile would describe the under water world adventures. It talked about the various kinds of fish, rocks, pebbles and reefs; Then it would take some fruits to its wife as well.

The Crocodile's wife enjoyed eating the delicious fruits. She told her-self, "How sweet these mangoes are. The monkey daily eats them. Surely his heart will be sweeter than the mangoes".

One day she told her husband "My dear, your friend gives you mangoes. His heart well be sweeter than the mangoes. I want to eat his heart. Will you please bring him here one day?"

The Crocodile replied, Sorry, my dear, he is my friend. I have been fed by him. It is a great sin to kill him". But she wept and wept. She was bent upon eating the monkey's heart. At last the Crocodile promised to bring the monkey home.

It swam to the shore. It told the monkey "Daily you are giving mangoes to my house". How can I cross the Ganges? the monkey asked. The Crocodile said it would carry the monkey on its back.

So the monkey set on Crocodile's back. The Crocodile began to swim. They reached the middle of the river. Suddenly the Crocodile began to laugh. The monkey asked the Crocodile. "Why are you laughing?" The Crocodile replied "My wife has asked for your heart. She will enjoy eating it. The money understood the Intentions of the Crocodile. It thought of a plan to escape. It told the Crocodile. "My dear friends you want my heart? Oh I have placed it on the tree please take me back to the shore. I shall give it to you The foolish Crocodile believed the monkey's words, and took it back to the shore. The monkey climbed up the tree, and reached the top most branch. The Crocodile asked, "Where is your heart? Please give it to me". Putting Its fingers on Its

chest the monkey said, "It is here. But your heart is with your wife. You may go home Don't come here". The Crocodile returned to its wife with a broken heart.

### *Exercises*

**I. Write in about 20 lines the story of the crocodile and the monkey.**

**II. Answer the following questions.**

1. Where was the monkey living?
2. Did the Crocodile relish eating the mangoes?
3. What did they do daily?
4. Of what would the Crocodile talk?
5. Why did the Crocodile's Wife want to eat the monkey's heart?
6. Why did she tell her husband?
7. Did the Crocodile readily agree to bring its friend home?
8. What did the monkey tell the Crocodile?
9. What did the Crocodile do?
10. How did the monkey come to know of the Crocodile's evil intention?
11. What did it tell the Crocodile?
12. What did it tell the Crocodile in the end?

**III. Rewrite the following in the indirect form of speech.**

1. She told herself, "Surely the monkey's heart will be sweeter than the mangoes".
2. She told her husband "Will you please bring your friend here one day".
3. The Crocodile told the monkey. My wife wants to see you and thank you. Please come to my house".



#### IV. Rewrite the following In the Direct form of Speech.

1. She insisted that she should eat the monkey's heart.
2. The money asked the Crocodile how it could cross the
3. The Crocodile asked the monkey if its heart was in the tree.

#### V. Fill up each blank with a word chosen from this list.

(is going, are going, has, have, had, to reach, to play, to arrange, can, wil, sit, bathe, by at, of us, our, we, going playing)

Next Sunday we \_\_\_\_\_ on a picnic to Alagar Hills.  
My friend Raju \_\_\_\_\_ promised. \_\_\_\_\_ to bring a taxi, it is  
easy \_\_\_\_\_ the top of the hill in a taxi Gopu \_\_\_\_\_. \_\_\_\_\_ bring his camara  
We \_\_\_\_\_ take fine pictures. Will \_\_\_\_\_ in the waterfall \_\_\_\_\_  
the top \_\_\_\_\_ the hill. We will spend \_\_\_\_\_ time in \_\_\_\_\_  
\_\_\_\_\_ about the hills; and \_\_\_\_\_ cards.

மனப்பாடம் செய்க

Present	Past	Past Participle
have	had	had
has		

வைத்திரு

give	gave	given
------	------	-------

கொடு

eat	ate	aten
-----	-----	------

சாப்பிடு

take	took	taken
------	------	-------

எடு



shake	shook	shaken
அசை		
speak	spoke	spoken
பேசு		
bear	bore	borne
பொறு		
blow	blew	blown
வீசு		
draw	drew	drawn
இரு		
know	knew	known
அறிந்து கொள்		
grow	grew	grown
வளர்		
fly	flew	flown
பறத்தல்		
tear	tore	torn
கிழி		
wear	wore	worn
அணிதல்		
keep	kept	kept
வைத்திரு		
weep	wept	wept
அழு		
sleep	slept	slept
தூங்கு		
feet	felt	felt
உணர்		
kneel	kneelt	kneelt
மணையிடு		
rang	rang	rang
மணியடி		
sing	sang	sang
பாடு		

sink	sank	sunk
முக்தல்		
drink	drank	drunk
குடித்தல்		
find	found	found
கண்டுபிடி		
bind	bound	bound
கட்டு		
fight	fought	fought
சண்டையிடு		
think	thought	thought
சிந்தித்தல்		
bring	brought	brought
கொண்டுவர		
buy	bought	bought
வாங்கு		
catch	caught	caught
பிடி		
cry	cried	cried
அழுதல்		
fry	fried	fried
பொரித்தல்		
reply	replied	replied
பதிலளி		
send	sent	sent
அனுப்பு		
bend	bent	bent
வளைத்தல்		
step	stepped	stepped
அடி எடுத்து வை		
plan	planned	planned
திட்டமிடு		
quarrel	quarrelled	quarrelled
சச்சுவ இடு		

burn	burnt	burn
எரித்தல்		
hide	hid	hidden
மறைத்து வை		
weave	wove	woven
நெசவு செய்		
pay	paid	paid
கொடுத்தல்		
tell	told	told
சொல்லுதல்		
spin	spun	spun
சுழற்றல்		
shoot	shot	shot
கடுதல்		
leave	left	left
விடுதல்		
steal	stole	stolen
திருடுதல்		
teach	taught	taught
பேசித்தல்		
try	tried	tried
முயற்சி செய்		
marry	married	married
திருமணம் செய்		
carry	carried	carried
எடுத்து செல்		
lend	lend	lent
கடன் கொடு		
spend	spent	spend
செலவிடு		
stop	stopped	stopped
நிறுத்து		
slip	slipped	slipped
நழுவுதல்		

rob	robbed	robbed
கொள்ளையடித்தல்		
learn	learnt	learnt
கற்றுக்கொள்		
ride	rode	ridden
சவாரி செய்		
drive	drove	driven
ஓட்டு		
lay	laid	laid
இடுதல், வைத்தல்		
say	said	said
கூறுதல்		
sell	sold	sold
விற்பனை செய்		
win	won	won
வெல்லுதல்		
get	got	got
அடைதல்		
dig	dug	dug
தோண்டிடுதல்		
hear	heard	heard
கேட்டல்		
write	wrote	written
எழுதுதல்		
fall	fell	fallen
விழுதல்		
bite	bit	bitten
கடித்தல்		
beat	beat	beaten
அடித்தல்		
meet	met	met
சந்தித்தல்		

sit	sat	sat
உட்கார்		
run	ran	run
ஒடுதல்		
set	set	set
பொருந்துதல்		
hit	hit	hit
ஒன்றை அடித்தல்		
shut	shut	shut
மூடு		
feed	fed	fed
உணவு கொடு		
lead	led	led
நடத்து		
make	made	made
உருவாக்கு		
do	did	done
செயல்படு		
read	read	read
படித்தல்		
stand	stood	stood
நிற்கல்		
become	become	became
ஆகதல்		
burst	burst	burst
வெடித்தல்		
cut	cut	cut
வெட்டுதல்		
put	put	put
வைத்தல்		



- I. Write an essay on "Visit to a historical place - Mahabalipuram" - in about 15 lines, (Hints : small town on shore - a tourist centre - Foreigners visit in large numbers Rock temple - sculptures - built by Mahendra Pallava - a sea - port in ancient times - we have modern amenities beautiful cottages along the shore - waves shimmering - a fine sight.)

**II. Answer the following questions each in two or three sentences.**

1. Which is the most famous temple at Madurai?
2. What is called a moving art gallery?
3. How many pillars are there in the mandapam?
4. What do people use to move about in Madurai?
5. Describe the game of Treasure Hunt?
6. What were the villagers doing?
7. Did the Crocodile relish eating the mangoes?
8. Why did the Crocodile's wife want to eat the monkey's heart?

9. What did the monkey tell the Crocodile to save its life?

10. Was the monkey's heart really kept on the tree?

**III. Write in a page a story to show how presence of mind can give one's life.**

**IV. Choose the proper word from those given in each bracket and fill up the blanks.**

1. I saw him \_\_\_\_\_ under a tree (sleep, slept, sleeping)
2. \_\_\_\_\_ is a bad habit (smoke, smoking, smoked)
3. They went to the shop \_\_\_\_\_ as an, (buying to buy, bought)
4. I had been to Madras \_\_\_\_\_ my friend, (to meet, meeting)
5. There \_\_\_\_\_ ten boys in the ground. But we \_\_\_\_\_ only one Tennikoit court, (am, is are, has, have)
6. \_\_\_\_\_ boys have scored low marks in this test (no, many, much)
7. I have \_\_\_\_\_ money in my bank account. (much, many)
8. He has \_\_\_\_\_ of books in his library. (much, many, plenty)
9. He has a \_\_\_\_\_ arm. (breaking, broken, broke)
10. The money \_\_\_\_\_ a long tail (have, has, are)

**V. Fill up the blanks with predicates in the correct tense and voice.**

1. He broke the legs of the table. The legs of the table \_\_\_\_\_ by him.
2. I met Raju at a theatre. Raju \_\_\_\_\_ by me at a theatre.
3. He has broken the Jug. The jug \_\_\_\_\_ by him.

4. The cat is chased by the dog. The dog \_\_\_\_\_ the cat.
5. I have taken some good photos. Some good photos \_\_\_\_\_ by me.
6. We will play the match tomorrow. The match \_\_\_\_\_ tomorrow.
7. She picks some pebbles on the shore. Some pebbles \_\_\_\_\_ by her.
8. The thief has been caught by these boys. The boys \_\_\_\_\_ the thief.
9. The trees have been felled by them. They \_\_\_\_\_ the trees.
10. They can do this work. This work \_\_\_\_\_ by them.

## LESSON -4

### ISSAC NEWTON

#### Vocabulary

Sanctuary - a holy place, a protected place

roam about - to wander.

Cordial (ad) - expressing warmth of heart, since recordially (adv)

picturesque spot - effective picture like place.

habitat the natural home of an animal or plant.

comfort (n) வசதிக்கை வசதிகள்

natural - pertaining to nature x artificial.

Scenery stage settings natural features of landscape, இயற்கை காட்சிகள்

creation - படைப்பு creator (h) one who makes. God creates (vt) to bring into being, (adj)

mine - bearing, general appearance (தோற்றம்)

nispire - (V) - to arouse thought or feeling உணர்ச்சிகள் எண்ணங்களைத் தூண்டுதல்

awe - (n) wonder with respect and fear, awful (adj)

awfully - (adv) very extremely.

species various kinds of plants, animals, birds, insects தாவர மிருக இனங்களின் பலவகைகள்

extinct - no longer living dead.

poetic ectasy - emotions of a poet, புலவர்களின் உணர்ச்சியும்

## TEACHING ITEMS

### I. Use of Let

- i) Let me go home - Allow [permit] me to go home.  
[Seeking permission to do an act]
- ii) Let us stay here [conveying a suggestion].
- iii) Open the door. (An order in Active Voice).  
Let the door be opened. [Written in Passive by using Let]

### II. Adverbial clauses or condition (நிபந்தனை அடங்கிய கருத்துத்தொகுப்பு)

These clauses begin with if/unless Study these examples.

- i) If Raju comes late, he will miss the train.  
In the event of coming late, Raju will miss the train.

**Note:** If it is taken out and the phrase, "in the event of" if is used

The finite verb is changed; in to a present participle.

If there is rain we cannot play this match.

In the event of there being rain we cannot play this match,

- ii) We should run fast we will miss the train.

Unless we run fast we will miss the train

If we do not run fast we will miss the train.

**Note:** "unless" is used for showing a negative conditions (இல்லாது போனால்) When we begin these clauses with If we should change the predicate part into a negative one. "If..... not".

### III. Use of "rather" awfully"

I am tried. நான் களைப்பாயிருக்கிறேன்.

I am awfully tried நான் மிக மோசமாக களைப்புற்றுள்ளேன்

I am rather tried ஓரளவு களைப்புற்றுள்ளேன்



**Note :** களைப்புத்திறன் அளவைக் குறிக்க rather, awfully awfully என்ற வார்த்தைகள் உபயோகிக்கப்பட்டுள்ளன. awfully-terribly, rather - to some extent.

**IV. Use of seldom, (rarely often hardly, ever, always) at times** (செயல்கள் நிகழும் கால அளவை குறிக்க இவ்வார்த்தைகள் பயன்படுகின்றன)  
**Note** how they are used in these examples.

1. This train always comes late.

This train never comes in time

He is in a way kind to others.

He is never unkind to others.

He is always good. He is never bad.

**Note:** When we replace 'always' with 'never' we use the antonym of adjective and adverbs kind x unkind, late x intime early good x bad.

2) Raju come often late to class (அடிக்கடி)

Raju rarely comes early to class.

(ஆர்வமாகவே முன்னதாகவே வருகிறான்)

**Note :** 'Instead of usino "rarely" we can use "seldom hardly ever, at times"

These words are used, along with the synonym as to adverbs and adjectives late & early.

**V. Using two objectives or adverbs in the comparative Degree.**

1. It may rain heavily; The sooner we go home the better

எவ்வளவுக்கெவ்வளவு சீக்கிரம் வீட்டுக்குச் செல்கிறோமோ அவ்வளவுக்கு அவ்வளவு நல்லது

2. The more he talks, the more he will suffer.

**Note :** The adjectives or adverb in the comparative degree is shown by the article the Both the comparative degree, adjectives or adverb are placed one after the other.

## VI. Using 'question tages' in 'conversations

1. it is so? [அப்படியா]
2. It is sultry Isn't it? [இப்படியா]
3. Raju sings Doesn't he?
4. You can lend me your camera. Can't you? [முடியுமா]
5. He met his brother Didn't he?
6. He cannot play cannot he?

**Note:** When the statement is positive, the question tag is formed in the negative sense and vice versa. In eg-3, "sings" is in the present tense form. So the question tag begins Doesn't he? In eg (5) 'met' is a past tense predicate. Hence the question tag begin with "Didn't"

## VII. Direct Speech & Reported Speech

1. Sita asked the driver "When will this bus leave for Madras?" (D.S.)  
Sita asked the driver when that bus would leave for Madras?
2. He asked Sita, "Where have you placed my books?" He asked Sita where she had placed his books.
3. Father asked Raju "Why did you use my pen yesterday?"  
Father asked Raju, why he had used his pen the day before.
4. Sita asked Ramu "Shall we go to a picture to-day?"  
Sita asked Ramu if they would go to a picture that day.

5. "Sita" said the old man "can you take me to the doctor today? The old man asked Sita if (whether) she could take him to the doctor that day.

**Note :** 1) In the above examples, the Direct Speech is in the question form. The questions begin with words such as when where, why, how etc. While changing into the Reported form. These words are retained as connecting words. If the question begins with auxiliary verbs such as will, shall, can, am, do, does did etc 'if or "whether" is put as the connecting word in the Reported speech.

i) The question is changed into a statement in the Reported form.

ii) In changing the Direct Form into the Reported Form we should carefully note the gender (लिंग) and number of the persons talking and the person or persons talked to. These changes have been indicated on italics in the examples eg. (5) Speaker-a man hence 'me' is changed into him person talked to-Sita a lady. Hence you is 'changed into' she'.

## PART II

### Visit to the Sanctuary

#### Gopal and Ram meet in the Market

Gopal : Hallo Ram. How are you? It is long since we met each other ?

Ram : Doing quite well. What have you purchased?

Gopal : Some vegetables and fruits.

Ram : Things are costly nowadays. Aren't they?

Gopal : Yes, what to do? By the way are you having holiday nowadays, Aren't they

Ram : Yes

Gopal : Then, shall we go on an outing? I feel rather bored of the city life. It is long since we went to a picturesque spot.

Ram : Where shall we go?

Gopal : To Mudumalai Sanctuary. My uncle is an Officer there we can stay with him.

Ram : What is a sanctuary?

Ram : Oh. It is a protected place where wild animals roam about in their natural habitat. One can shoot them with the camera with a gun.

Gopal : Oh, I would like to see the wild animals and birds I am rather tired of seeing them in the cages and in the zoos shall we David also with us? He is interested in the study of ani-

Gopal : Yes. of course:

So we boys go to Mudumalai Sanctuary, Gopal's uncle receives them cordially, provides them with all comforts and arranges for a watcher to take them round the sanctuary. They are seated comfortably on the back of an elephant. They travel through dense forests. On all sides there are tall trees and bushes. There is green vegetation everywhere. The boys enjoy the natural scenery.

Ram : Oh, What a beautiful sight! Nature is at its best here

Gopal : Look there! There is fine pool.

David : It looks like a silver plate among the emerald green

Ram : Oh, you are in poetic ecstasy

Weather : My dear fellows, look there Do you see a tiger.

- The boys : Ah! What a fine creation of God! Look at the long black stripes on its yellow coat. Really the tiger has a majestic mien. It inspires awe and admiration in us. If it attack us, we can't escap.
- David : Will the tiger attack us?
- watcher : No, the wild animals seldom attack people unless they are provoked.
- David : Let me catch the tiger in my film. (He takes a snap shot)
- Ram : Gopal, look through my binoculars at the hill slope. Don't you see a herd of elephant?
- Gopal : Yes, shall we approach that herd?
- Watcher : No, it is rather dangerous to go near them. Let us have a look at them from here itself. (The sun is right above their head. It is noon).
- Ram : It is time for us to take some food and rest. (Ail get down from the elephants back)
- Gopal : David, bring that blanket. Let it be spread on the ground. (They take their food. They chat with one another. David looks up at the sky.)
- David : Oh, the clouds are gathering. I am afraid it will rain and that too heavily. It Strains we can't find shelter anywhere.
- Watcher : Yes, boys. Let us hurry up. The sooner we leave this place better for us. Unless we reach our Quarters within an hour we will be caught in the rain.
- (So the boys pack their things and get up on the elephant back. They return to the camp. It begins to rain heavily.)



Gopal : It is good that we got in time here. Let the door of our room be closed. Let us have some tea and then retire to our beds, I am awfully tired.

David : So we had a nice time. We hardly ever get a chance to see the wild animals in their natural surroundings. The Government has done a good job in creating such sanctuaries. Unless the wild animals are protected in such places valuable species of some will become extinct.

### *Exercises*

#### **I. Write the following in the Indirect Form of Speech.**

1. Gopal, "It is good that we got in time here".
2. Ram, "David look there, do you see a herd of elephants?"
3. David, "will the tiger attack us?"

The wild animals seldom attack people" said the watcher.

4. "How can we reach top of the hill?" Ram asked Gopal.

#### **II. Fill up the blanks in the conversations given below so as to get a question or a sentence:**

1) Rahim : Sit ——— you please give me a ticket to Madras?

Booking clerk Yes ———

Rahim : ——— shall I pay

Booking clerk : Just twenty rupees

Rahim : I think the train leaves from platform NO 1

Doctor : How ——— you ——— now I hope ——— allright

Patient : Yes, sir ——— I take some solid food?

Doctor : No not yet ———— your father?

Patient : He has gone to his office.

Doctor : Ask him to get this table ————?

Patient : Yes, I shall.

### III. Join the pairs of sentences unless, if, if not

1. Let Gopu come here, I will beat him.
2. Let us hide ourselves in the bushes. Or the enemies will fire at us.
3. Take care of the pennies, the pounds will take care of themselves.
4. Raju should take this tonic daily. Otherwise he cannot recover his health.

# LESSON -5

## PART I

### Vocabulary

neglect (n v t)	- to disregard, take no care off to omit சட்டை செய்யாதிருத்தல்
negligence (n)	- carelessness
depend upon (n)	- ஒன்றைச் சார்ந்திருத்தல்
Character (n)	- distinctive mark, nature, the qualifies Making upon individual குணவன்சுகள்
honourable (adj)	- Worthy of respect, honourably (adj) மதிக்கத்தக்க வகையில்
insignificant (adj)	- Having little importance or value trivial trifle பிகக்குறைந்த முக்கியத்துவம் உள்ள insignificance(n)
reinforce (v, t)	- to arrengerh with now force
reinforcements (n)	- new or additional troops
individual	- singils, தனிநபர்
individuality	- தனித்தன்மை
assail (not)	- to attack, to assail
labour (t,v)-	- work, toil உழைப்பு, உழைத்தல், உழைப்பாள
of its own accord	- தானாகவே ஓர் செய்கை செய்தல்
strass(n,v,t)	- force, emphasise வலியுறுத்தல்
expenditure (n)	- that which is spent, செலவு

expend (v.t)	-	செலவு செய்தல்
stand in good stead	-	சாதகமாக உதவியாக இருத்தல்
atmosphere (n)	-	குழ்நிலை
security (n)	-	safety பாதுகாப்பு
secure (v.t)	-	to make safe, to get
savine(n)	-	சேமிப்பு

### Teaching Items

#### I. Conditional clause formed with Past Tense Predicates

- 1) He did not run fast. He missed the train. If he had run fast, he would not have missed the train. Had he run fast, he would not have missed the train.
- 2) The driver was careless. The car dashed against a tree. If the driver had not been careless, the car would not have dashed against a tree.  
Had the driver been careful, the car would not have dashed against a tree.
3. He would have bought that picture. But he did not have enough money.  
If he had enough money, he would have bought the picture. Had he had enough money, he would have bought the picture.

**Note :** 1) In the conditional clause, we have the predicate in the past perfect tense.

- 2) Informing the predicate of the main clause "would have" or "would not have" is used along with the past participle form of the main verb.

- 3) Instead of beginning the conditional clause with "if we can use "had" In that case the predicate is split into two part had-been, careful".
- 4) In example (is while forming the predicate in the conditional clause "did not have" is changed into "had had". The first "had" is the auxiliary verb used to form past perfect tense. The second "had" is the past participle of verb "had" meaning possess.
- 5) The Itatised words indicate how the predicate part is formed in the conditional and main clauses. Note the change carefully.

*II. Use "into for with" informing adjective clauses begining with which,*

- 1) A thief got into the train compartment.

I was travelling in that compartment.

A thief got into the train compartment in which I was travel ling.

- 2) I had a stick. I killed the snake with it.

I had a stick with which I killed the snake.

- 3) There is some important work. I should attend to it once.

There is some important work to which I should attens at once.

- 4) Raju caught a thief. The Collector rewarded him for that

Raju caught a thief for which the Collector rewarded him.

*III. Noun Clauses Join the pairs of sentence.*

- 1) He was late. He tired to explan why.



2) Raju did not lock the door. That was his mistake.  
 Raju's mistake was that he did not lock the door.

3) David is a rogue. That is known to every one.  
 That David is a rogue is known to every one.

**Note :** 1) The italicised clauses are noun clauses.

2) He tried to explain. What Why he was late.  
 Here the noun clause comes as an object to the infinitive  
 "to explain".

3) Raju's mistake was What?  
 The noun clause starting with 'that' complete, the idea.  
 So the noun clause is a complement to "was".

4) That is known to every one, What is known?

That David is a rogue. Here the noun clause serves as a  
 subject.

#### ***VI. Certain phrases used in sentences to make their meanings clear'***

1) I did not ask Raju to meet me  
 But he met me on his own accord.

2) In told age the parents deepend upon their children.

3) I know some Hindi When I travell do in North India my  
 knowledge of Hindi stood me in good stead.

4) Cities such as Madras and Calcutta are very crowded.

### **LITTLE THINGS**

Neglect of little things Is the rock on which most men have come  
 to grief Human life is made up of many small events, coming one after  
 the other. Each one of them may seem to be unimportant in itself. Yet.

small events are dealt with Character is built upon little things-things well and honourably done.

There are many little things in the household attention to which is most necessary for health and happiness Cleanliness requires attention to a number of things that appear to be insignificant. There may be a few spots of dirt on the floor or closed window in the room. If we do not clean the floor and open the window to get clean air the atmosphere will be unhealthy. A member of the household may catch some disease. Hence, though a closed window may look a trivial thing it can affect the health of the people.

Here is an instance to show how a battle was lost because of the carelessness of a soldier. An army was engaged in a severe battle with the enemies. The commander sent a horse man with a message to bring reinforcements. The horse which the soldier had a shag loose for want of a man. The horse lost the shoe and was not able to run fast. The soldier fell into the hands of the enemy and was killed. His army lost the battle. If the soldier had struck a nail into the shoe of his horse' it could have run fast. If the horse had run fast' the soldier would not have been caught. If the soldier had not neglected his horse's shoe, his army would have won the battle. Instances such as this show how neglect of little things bring ruin individual as well as to a nation.

Samuel Smiles assails people who believe in 'good luck' and are lazy. One who believes in good luck lies in his bed waiting for something to turn up of its own accord. But the man who lives by his labour with a Sharp eye and a strong will, always turns up something. He depends on his hard regular labour. He has a definite aim. He works hard according to a plan attending to even small details. He succeeds in life.

Hence it is not luck, but labour that makes man. The truth is that hard work is the mother of good luck. Samuel Smiles Stresses the importance of savings. A man may work hard and earn high wages. But if he does not budget his expenditure and put by something for the future he will remain poor till the end. All savings are made up of little things. A penny may be a coin of little value fit to be thrown away to a baggar as aims. But we should not forget that many a penny a makes pound. The penny is the seed of the pound. So if a man takes care of the pennies, putting, some regularly in a bank his bank deposit will grow into a sizeable amount. This money will stand him in good stead in times of neey end in old age. Careful saving once begun, grows into a habit. It gives a man a feeling of satisfaction strength and security.

### *Exercises*

#### **I. Answer the following questions :**

- 1) Why have most men come to grief?
- 2) On what is our character built?
- 3) What will hapeen if we keep the doors of a window closed
- 4) Why was the horse caught?
- 5) Whom does Samuel Smiles attack?
- 6) Why should a man save a part of his wages?

#### **II. Complete the following sentences (Comprehension)**

- 1) The soldier did not attend to the house's shoe because
- 2) We should attend to even small thing If in life
- 3) Success comes to a man who hand with a plan
- 4) People who are lazy

#### **III Join the pairs of sentence using "if"**

- 1) I had no time 1. could not attend the school function.

- 3) David would have fallen from the foot-board of the bus. But the conductor pulled him in.
- 4) I would have killed the snake. But I had no stick.

**VI. Join the pairs of sentences using-which, in which, with which to which, for which.**

- 1) I gave a pen to a poor boy. He thanked me for that.
- 2) The horse broke its leg. The soldiers shot it dead.
- 3) I have a bedroom. A bathroom is attached to it.
- 4) He has a camera. He takes photos with it.

**V. Match the clause in A with that in B**

**A**

**B**

- |                              |   |
|------------------------------|---|
| 1) He should get up early    | 1) If the driver had not applied the brakes |
| 2) If I had enough money     | 2) Why Raju was late?                       |
| 3) They would all have been  | 3) I would have helped that boy             |
| 4) That the old man will die | 4) If he should catch the train             |
| 5) He did not killed now     | 5) that it will rain today                  |
| 6) It is sure                | 6) how to do that sum                       |
| 7) I wanted to know          | 7) is certain                               |

**VI. Use the following phrases in sentences :**

to take care of, to depend upon, on his own accord, in search of, stand, in good stead, such as.

## LESSON - 6

## PART I

*Vocabulary*

queer - looking - stranger odd in appearance- அமைதியான தோற்றம்  
lofty - high or noble,

impracticable " (adj) that cannot be put in practice நடைமுறைக்கு  
ஒவ்வாத

ideals — (n) - an imaginary type of norm, கற்பனையில் உள்ள உயர்ந்த  
குறிக்கோள்கள்

nick - name — (n) பட்டப்பெயர், கேலிப்பெயர்

develop (v,t) — to cause to grow, வளர், வளர்த்துக்கொள்

developmeny (n) - gradual growth

hymn — devotional song, தோத்திரம்

adventure — risk, bold undertaking சாகசச் செயல்

fervour (n) — ardor, passion தீவிரமான ஆர்வம்

knight (n) மத்திய கால ஐரோப்பாவில் ஆயுதம் அணிய  
அனுமதிக்கப்பட்ட கனாவான்கள் தங்கள் வீரத்தின் மூலம் சேவை  
செய்தவர்கள் இவர்களை 'Sir' பட்டம் அளித்து கௌரித்தனர்.

squire (n) மேற்படி வீரரின் உதவியாளர், இங்கிலாந்தில் கிராம்  
பெரியமனிதர் இவ்வாறு அழைக்கப்பட்டார்.

stealbily (adv) - Secretly, cunningly ரகசியமாக

leftier (adj) - prolific fruitful, செழுவையான



fertility (n) - செழுமை fertilizer - உரம்

imagination (n) கற்பனை imagine (v,t) - கற்பனை செய்தல்

castle (n) - small fortress

inn keeper (n) சாவு சத்திரத்தின் பொறப்பாளர்

crazy (adj) - extremely foolish

craze (n) — strong desire or passion

ritual (n) - formal practice or a ceremony NPel

Accordingly (adj) — of one's free will, volunterarily

altar (n) - a raised structure on which offerings are made to a deity பரிபிடம்

hue and cry - a loud cry - கூப்பாடு, கூச்சல்

commotion (n) - agitation tumult, குழப்பம் சலசலப்பு

pretend (v) - feign make believe, பாசாங்கு செய்தல் இல்லாத ஒன்றை இருப்பதாகக் காட்டல்

swear - (v) - affirm or declare an oath, சத்தியம் செய்தல்

swear swore - sworn

spur (v, t) - spurred - to urge, to action, to harden, to make the horse run fast (தூண்டுதல்)

pacify (v,t) to appear ஆறுதல் காண்பதானம் கூறல்

unconscious (adj) - not aware of what is happening உணர்வு இழந்த நிலை  
conscious.

Innocence (n) — guilelessness, அப்பாவித்தனம் களங்கமின்மை

innocent (adj) கூகவது இன்மை

humorous (adj) full of fun நகைச்சுவை ததும்பம்

burst with laughter வயிறு வெடிக்க சிரித்தல்

## 51 Teaching Items

### I. Use of such that, Such - that

1. Bhima was very strong. He could lift huge rocks.

Bhima's strength was such that he could lift huge rocks. Such Bhima's strength that he could lift huge rocks.

2. Trippur Kumaran as a great patriot. Though he was beaten to death he did not give up the Congress flag.

Trippur Kumaran was Such a great patriot that he did not give up the Congress flag though he was beaten to death. Such was Kumaran's patriotism that he did not give up Congress.

3. It was a terrible experience I can never forget it.

It was Such a terrible experience that I can never forget it.  
The experience was so terrible that I can never forget it.

### Note :

1. Such என்ற சொல் ஒன்றில் அளவையும் that என்ற சொல் விளைவையும், துவக்கும் சொற்கள் "that துவக்கும் கருத்துத் தொகுப்பு Adverbial clause of effect எனப்படும். ஏற்கனவே So that உபயோகித்து Ady clause of effect விளக்கப்பட்டதை நினைவு கூர்க.
2. Such that, சேர்த்து வாசனம் அல்லது Such ..... that என்று பிரித்தும் உபயோகிக்கலாம். உபயோகிக்கும் முறை தடித்த எழுத்தில் காட்டப்பட்டுள்ளது. Such உடன் துவங்கி வாக்கியத்தில் noun form உபயோகிக்கப்பட்டதை கவனி. Bhima was strong Such was Bhima's strength.

## II. Use of in order to in order that, so that

Raju wanted to buy Jewels. He went to Madurai.

Raju went to Madurai in order to buy Jewels.

(Infinitive of purpose)

Raju went to Madurai in order that he might buy jewels

Raju went to Madurai in order that he might buy Jewels

### Note:

The phrases in order that, so that begin a clauses that indirects the purpose.

(குறிக்கை) They are adverbial clauses of purpose.

## II CERTAIN PHRASES USED IN SENTENCES

1. We equipped himself with a fur coat to protect himself against the severe cold.

The aerodrome is equipped with radar system  
equip with - எதிர்ப்பார்க்கும் பெற்றிருக்கல்

2. The police is keeping watch over the bridge  
It is dangerous to use bridge

3. The dared not enter the cave because he saw foot prints of a lion outside.

My father is angry. I dare not speak of him

"Dare you enter my room?" shouted the officer.

dare— துணிச்சல் அடைய be bold enough

dare not - துணிச்சல் இல்லாதிருத்தல்

4. A mad man entered into the office. The manager ordered his peon to get rid of him.

We should get rid of bad habits such as drinking, smoking etc, get rid of:-

5. Before leaving for America he took leave of his friends. He bade farewell to them.

(bid-bade-bidden) take leave of bid farewell to விடை பெறுதல்

6. He grew up into a brilliant scholar. But he cost his health.

He grew up into a brilliant scholar at the expense of his health at the expense of ஒன்றை செலவழித்து ஒருவரை பயன்படுத்தி

### THE ADVENTURE : OF DON QUIXOTE

Long long ago in a village in the province at La Mancha. In Spala there lived a gentlemen of modest means. He was a lean queer - looking man possing lifts impracticable ideals. He was foud of reading books containing the stories of the knights of the Middle Ages. He developed a keen desire to seek adventures and to brave deeds like the knights indefending the weak and punishing the wicked. His favour for adventure was such that he decided to slip away from his village and home.

He found an old armour that had been used by his fore fathers and polished it till it shone bright He equipped himself with an old sword and a spear. He had a bony old horse which he called Rosinante. He called himself Don Quixote De La Mancha.

One night, wearing the armour and the halment, and buckling his sword and holding the lance he stealthily slipped way from his village on Rosinante. He reached an inn. Such was his tortile imagination that the

inn appeared to be a castle and the inn keeper a brave knight. So after taking his supper, he met the inn keeper and told him. "Sir Knight, please make me a knight". The inn-keeper, was surprised at this request. He wanted to have some fun at the expense of crazy man. So he asked Don Quixote to keep watch over his armour and pray to God all through the night. That was a ritual to be followed in order that one might be made a knight.

Accordingly, Don Quixote placed his armour and sword on a stone in the courtyard which appeared to be an altar to him. He kept watch over them. At midnight a fellow came to the courtyard to take water from the tub. He removed the armour. At once Don Quixote grew angry with anger and shouted "You fool how dare you touch the armour of the bravest of the knights?" Then he strung down the man with his spear. After some time another man came there to take water. Don Quixote attacked him also. Soon there was a hur and cry. The travellers in the inn began to throw stones at Don Quixote. Such was the commotion that the inn-keeper rushed to the spot. He pacified the people and said to Don Quixote, "You are the bravest of the knights I have ever seen. It is time that you are knighted." He dared not keep the crazy any longer in the inn. He wanted to get rid of him as early as possible. So he asked Don Quixote to bend before him. He took an account book and pretended to read out some sacred hymns. Then with the hilt of the sword he gave two strong blows on Don Quixote's shoulders and said "Sir knight, get up." Now Don Quixote felt that he had been really knighted.

He bade farewell to the inn-keeper and left the inn. The inn keeper was only glad to get rid of him. Don Quixote has not travelled far when he came upon a group of merchants. He thought them to be knights. He ordered them to swear that his lady, Dulcinea was the most beautiful in the world. One of them asked, "How can we swear to the beauty of a lady whom we have not seen? Dear



you question me?" should Don Quixote and spurred on his horse at them. The poor horse stumbled and fell down and the unhappy knight lay kicking on the ground. The merchants gave him such a severe beating that the knight became unconscious.

A farmer of his village who passed by that way carried him home. For some time the Don was confined to his bed. But such was his first adventure that he decided to go out of his village once again. Now he wanted to have a squire to assist him. He picked up a simple, yet a clever and honest villager, Sancho panza by name. He promised to make Sancho a duke. Such was the innocence of Sancho that he believed the knight's words and agreed to be his squire.

So one night Sir, Don on his Rosinante and Sancho on his donkey left the village. The Adventures they had. Cervantes, the author of "The Adventure of Don Quixote" has described them in such a humorous way that you will burst with laughter when you read the book.

### *Exercise*

#### **1. Answer the following questions :**

- 1) How did Quixote appear ?
- 2) Why did he develop a keen desire to seek adventure ? ; 3) Who is Rosinante ?
- 4) For whom did Don Quixote mistake the innkeeper ?
- 5) What happened to the fellow who came to take water from the tub ?
- 6) What did the merchants do to Don Quixote ?

## II. Complete the sentences :

1. Don Quixote used to read books which \_\_\_\_\_.
2. Don Quixote was asked to keep watch over his armour and sword because \_\_\_\_\_.
3. Don Quixote fell on the ground because \_\_\_\_\_.
4. Sancho Panza \_\_\_\_\_.
5. Sancho Panza agreed to accompany Don Quixote as his squire because \_\_\_\_\_.

## III. Write in the Indirect form of narration :

1. One then asked How can we swear to the beauty of a lady whom we have not seen?
2. Don Quixote told the inn keeper 'Sir please make me a knight'
3. Then inn-keeper told Don Quixote 'You are the bravest of knights I have ever seen'

## IV. Write in the Direct form of speech :

1. Then inn keeper asked Don Quixote to keep watch over his shield and sword all through the night.
2. Don Quixote promised Sancho Panza that he would soon make him a knight.
3. The pupil asked their teacher If he might go home.

## V. Join pairs of sentences using such that, such - that

1. David chased the gang of robbers. He had so much courage.
2. Tenali Raman made the angry emperor laugh. Such was his joke.
3. David's team won the football finals. Such was this fine play.
4. He was very angry. He killed his wife on the spot.

## VI. Rewrite the sentences using in order that or "so that"

1. He went to the airport in order to meet his friend.
2. He stood up on the desk in order to see the speaker.
3. He takes exercise in order to build up his stamina.

## LESSON-7

## PART I

leave to the car of — look after.

The new - born babe's mother died. So it was left the care of an ayah, the ayah looked after the baby.

cleverness (n) intelligence புத்திக்கூர்மை clever (adj)

tools - Implements or instruments used for making or repairing a thing.

curious (adj) puzzling, strange, curiosity (n)

mechanical (adj) - pertaining to machines (இயந்திர சம்பந்தமான)

occupation (n) employment, pursuit, trade, profession)

taste (n, v, t) He tasted the dish (கவைத்தான்)

The taste is good, (கவை

He has a taste for music (liking, விருப்பம்)

Sun - dial - a device for showing time (நிழல் மூலம் நேரம் காட்டும் கருவி)

existence (n) - life, living வாழ்வு

exist (V) உண்மையில் இருத்தல்

not far from -near. to observation (v, t) - to watch observation (n) (உன்னிப்பாக கவனித்தல்)

construction - structure, the act of building construct (v, t) build.

astonish - to bring a sudden surprise, to amaze (ஆச்சரியமடையச் செய்தல்) astonishment (n)

grind (v,t) Crush to powder (மெய்யாக்கு)

grind - ground - ground.

discover - (v,t) to find out something hitherto unknown

வெளிகொண்டதல், அறியப்படாத ஒன்றைக் கண்டுபிடித்தல்

Columbass discovered-America.

Note the difference in the meaning of "discover" and invent (made for the first time) e.g. Maiconi invented radio.

discovery (n) thing found out, discoveries (plural) composed of - made up of, gravitation - (ஈர்க்குதல்) to attract.

genius- a person having the highest mental gifts (சுருஷமனம்) heap (v,n) pile up (குவித்தல்)

destruction - ruin - (n) destbry (v,t) modest (adj) unassuming, humble simple, modesty (n)

immortal (adj) having and eternal everlasting existence deathless (அழிவில்லாத சாகரத) x mortal.

Teaching Items : I Combining two or more ideas Use of subordinate clauses

a) Raju was playing football.

∴ Here we have two sentences.

Conveying two ideas 'was playing saw' are the predicates. Let us see how sentences can be combined or joined When Raju was playing foot fall he saw a snake.

*ie more example:*

I was in the school. My pet dog died.

When I was in the school my pet dog died.

I reached the station. The next moment the train started. Just as I reached the station, the train started.

Raju was sleeping During that period a thief entered his room. While Raju was sleeping a thief entered his room. The train left the station. Then I reached the station.

I reached the station after the train had left.

**Note:** 1) When, as, while, after, before, as soon as என்ற வார்த்தைகளை அடுத்து ஒரு கருத்து தொடர்கிறது. இது கருத்துத் தொகுப்பு Adverbial clause of time எனப்படும்

2) இவற்றை உபயோகிக்கும் போது செய்வகைகள் நடக்கும் காலத்தினைப் பற்றிய ஓர் உணர்வு (Time sense) வேண்டும். இதை ஓரளவு எட்டிக்காட்டிட சில தொகுப்புகள் கோடிட்டுக் காட்டப்பட்டுள்ளன.

3) Predicate Continuous Tense வரும் இடத்தே அக்கருத்தை துவங்கி பொருவாக while உபயோகப்பட்டிருப்பதையும் முன்பு முடிந்த செய்கையை காட்டும் இடத்து Perfect tense Predicate உடன் உள்ள தொகுப்புக்கு after பயன்படுத்தியிருப்பதையும் கவனி

b) He saw boy. He was sleeping

He saw a boy who was sleeping.

Raju got the first rank. He won a gold medal.

Raju who got the first rank, won a gold medal.

He bought a table. It was made of teak wood.

He bought a table which was mad of teak wood.

In a lottery I got rupees one lock bought, a house using it.

In a lottery I got rupees one lakh with which I bought a house.

**Note:** who, which, that, which to whom by whom போன்ற சொற்கள் ஓர் Noun ஐப் பற்றிக் கூறும் சொற்றொடர்களுடன் துவங்குகின்றன. அவை



துவங்கும் கருத்துத் தொகுப்பு Adjective clause எனப்படும். மனிதனைத் தவிர மற்ற பிராணிகள், உயிரற்ற பொருள்களுடன் which that உபயோகிக்கப்படுவதைக் கவனி

c) Raju comes late to school daily i don't know why.

I don't know why Raju comes late to school daily.

Raju has gone some where. I don't know where.

I don't know where Raju has gone.

He noticed a brokned window. He found out how tue this had escaped!

Raju though that Sita taken his pen.

He said, I had been to Madras last Sunday".

He said that he had been to Madras ha previous Sunday

(Reported Speech)

**Note :** மேற்காணும் கோட்டவை Noun Clause எனப்படும். why where now, that போன்ற வார்த்தைகள் இவற்றை துவக்குகின்றன. Reported speech, ஆக எழுதும் போது that whether இணைப்புச் சொல்லாக பயன்படுகிறது. Main clause-ல் உள்ள predicate அடுத்த இந்த Noun clause கள் அமைந்திருப்பதைக் கவனி

If Use of "have tot have to, had to"

I should meet a friend. I have to hurry up.

It missed the train. So I had to travel by taxi?

He had no bed. He had to sleep on the ground.

Raju should work hard only then he can get first rank.

Raju has to hard to get the first rank.

**Note :** கட்டாயமாக ஓர் செயலை செய்ய வேண்டியுள்ளது. என்ற இடத்தில் to, have to, had to உபயோகிக்கப்படும்

II. Note the place in which the prepositions on, in, at are used in the first sentence in the lesson "Sir Issac Newton." When the day is named, or date indicate use "on".

- i) On monday. On the 20th May in the year 1983.
- ii) As it has been the place or time is particular or specific. "It is said when the area is large"

At Sivaganga in Ramanathapuram District, At 8 p.m.

## PART II

### SIR ISSAC NEWTON

On Christmas Day in the year 1642, Issac Newton was born at the small village of Woolsthorpe in Lincolnshire, then he was a little boy he lost his father. His mother married for a second time. So little Newton was left to the care of his good old grand mother who was kind to him and sent him to school.

In his early years Issac was not a very bright student. But he was well known for his cleverness in mechanical occupations. He had a set of tools like saw, chisel. Planer etc. With which he is used to make curious things. The neighbours, greatly admired the things he made. Even a young boy Issac has a taste for mathematics. He made a dock of a kind which nobody had heard of before. Next he made sundial which is still in existence.

Not far from his grandmother's house there was a windmill Issac often went there and examined its various parts. While the mill was working he stood for hours and observed it. After he had gained a complete knowledge of its construction he made a model of the windmill. When the saw fl actual grinding the corn, his companions were simply astonished.

As he grew old Issac did stop with only such models. He would sit on the terrace during the night and study the skies. He wondered how the planets changed places and study what force kept them together. He wondered why the stars were twinkling and why they did not fall down

When he was fourteen, he lost his second father and had to discontinue his studies. He had to help his mother in farming for a year. Then was sent to school and afterwards to the University of Cambridge where he continued his studies.

I am not going to describe all the discoveries which he made after he came to be a man. He was the first to study the nature of light. He was the first to tell that the sun rays are composed of seven colours. This is known as the Newton's Theory of Light.

Once when he was sitting under an apple tree an apple fell down on his head. He began to think why the apple fell down this led him to the discovery of the Law of gravitation. He discovered that things attract one another and this force of gravitation keeps the stars and planets at the proper distance. When he set out his discoveries in a book he was acclaimed as a great genius. He became first a member of the Royal Society and then its president. He became very famous as a scientist. Honours were heaped upon him. He was made a member of the parliament.

Have you heard the story of Newton his little dog Diamond? One day Newton had gone out of his room. His dog was sleeping in the room. On the table lay a heap of papers which contained all his discoveries. Up rose Diamond and jumped upon the table. The lighted candle on the table was upset and the papers immediately caught fire. Just as the destruction was completed, Newton returned to his room and saw at the hard work of twenty years destroyed. Little Diamond was wagging its tail. Any other man would have killed it. But Newton patted it saying "Oh Diamond, Diamond's you little know what you have done" Such was his sweetness of temper.

He lived to a ripe old age. He led a simple life. He was very modest. He has said "Knowledge is ocean I have gathered only some pebbles on its shore." Such was his modesty.

Sir Isaac Newton died when he was eighty-five years old. We have left a fame behind him which will last for ever, which is immortal.

### Exercise

#### I. Answer the following questions

1. When did Newton lose his father?
2. Who was kind to him?
3. For what was he well known when he was a little boy?
4. What is in existence even now?
5. What model did he make?
6. What did he do during the nights?
7. Why did he discontinue his studies?
8. What is known as the Theory of light?
9. What keeps the planets at the Theory of light?
10. Why were the papers destroyed?
11. Did he kill his dog?

#### II. Complete the following sentence

1. Newton observed how \_\_\_\_\_
2. His companions were astonished because \_\_\_\_\_
3. An apple which \_\_\_\_\_ on his head led him to the discovery of the law of gravitation.
4. Honours were heaped upon Issac Newton because he \_\_\_\_\_
5. Newton went out \_\_\_\_\_ his papers on the table.

#### III. Match the following

A

B

I met a boy

Who had won the war

The president honoured the  
general

Who had lost his father

I went to bed

because I was ill

I could not play the match

that are thrown up

I asked my friend

how the thief had escaped

The earth draws things

after I had taken my food The po-

lice could not find out

Why he did not meet me

**III. Fill up the blanks using the verbs in the brackets in the proper tense.**

- 1) ——— (read) since 8 p.m. feel tired.
- 2) Next Monday we ——— (celebrate) our Sports Day We (invite) the District Collector to Preside.
- 3) Last evening when I ——— (walk) along the main road, I ——— [See] a snake, which ——— (cross) the road.
- 4) I met my friend who ——— (return) from U.K.
- 5) Raju ——— (wait) at the theater for 3 hours. But Rahim did not turn up.

**V. Join the sentences using when, after since because, who which the**

- 1) He fell down from the tree. So he broke his tog.
- 2) He was climbing a tree. A dog saw him.
- 3) The train stopped. The thief Jumped out
- 4) My father built that house. It is a Kodajkanal.
- 5) The book was on the table. Somebody had taken it.
- 6) They hid themselves in the bushes. Then they fired at the enemy.
- 7) They fire engine arrived. The fire had spread.

**VI. Fill up the blanks using 'has' have 'had'**

- 1) I ——— hurry up because I have to be school.
- 2) Raju ——— help his mother in cooking the food because she is not well.
- 3) We ——— cancel our tour because here was floods.
- 4) Our teacher ——— been teachfaig us grammar for the past two hours.
- 5) I ——— been waiting for Raju since 9.A.M. But he ——— not turned up.



## LESSON-8

## PAR-I

**Vocabulary**

In fact "in truth, really,

set sail travel in a Ship to a place

miserable (adj) -unhappy, deplorable மோசமான

realize: (v,t) to apprehend or grasp Its, significance of (உணர்தல்)

coloured people — Asian and African people are called so by the whites of South Africa.

Contempt (n) - scorn, disregard disgrace (அவமதிப்பு)

book (v,t) "to bear, to endure (பொறுத்துக்கொள்)

Insult (v,t,n) to abuse, to treat, with contempt அவமதித்தல்

Compartment (a) a part divided off, a carriage in a train

refuse (v) - to deny or reject (மறுத்தல்) refusal (n)

protest (v,n) to object to (எதிர்ப்பு, தெரிவித்தல்)

Instance (n) - an example, a case In point

such as—like these

to dine with "to take food with

humiliation (n) lowering the dignity of (அவமானம்)

humiliate (v,t) கேவலப்படுத்து

**TEACHING ITEMS**

(a) He was ill He could not go to school.

He could not go to school as he was ill.

He could nor go to school on account of (because of) his illness.

- (b) There was rain they, not to play the match Since there was rain they could not play this They could not play the match because there was rain They could not play the match because of rain.

Note :i) the clauses in italics

Start with words "as, since, because" they are called Adverbial clauses of reason (காரணத்தைக் காட்டும் தொகுப்புகள்)

- ii) Note in eg.(b) When "because" is used instead of since or as /the Adverbial clause is placed after the Main clause.
- iii) In place of these clauses phrases like because of on account can be used.

Note that do definite predicate is put after there phrases. Only nouns or participles are used along with these phrase.

- 2) a. Raju was poor. But he helped others. Though Raju was poor he helped others.

In spite of being poor, Raju helped others.

- b. Raju has a lot of money. But he will not help the poor Even though Raju has lot of money he will not help the poor.

In spite of having a lot of money, Raju will not help the poor.

- c. the soldiers had hidden themselves In bushes the enemies spotted them out.

Though the soldiers had hidden themselves In bushes the enemies spotted them out.

In spite of the soldiers having hidden themselves in bushes the enemies spotted them out.

Note: 1. Clauses starting with though, although even though" are called Adverbial clauses of Concession (ஆயினும் போதிலும் என்ற கருத்தைக் காட்டும்)

- i) Instead 'but' words like however 'yet' can be used when the concession clause is formed these words are taken out.
- ii) "In the place of thought although, even though" we can use the phrase. In spite of But When this phrase is used the finite verb (முற்றிய வினை) is changed into a present participle was-being; 'had' has, have, are changed into having 'went-going'.
- iii) In eg (c) the subject used in the first sentence is the soldiers in the second sentence the subject is the enemies ... In such cases where the subjects differ the subject in the concession clause (here, the soldiers) is placed after the phrase "In spite of"

a) He saw the thief. He shouted for help

When he saw the thief he shouted for help

On seeing the thief he shouted for help

b) The teacher entered the class the boys stood up.

c) When the teacher entered the class the boys stood up. On the teacher entering the class the boys stood up

*Note*, "On seeing" is a participle phrase, the present participle of saw is "seeing" entered is changed into a "entering" who entered?

The teacher, who stood up? the boys subject differ. So; the subject 'teacher' is placed between. On and "entering" 4. *Forms of Speech*

a) Raju 'said' I am not doing well today well today (Direct Speech)

Raju said that he was not doing well that day (Reported Speech)

Sita said, 'I shall meet you tomorrow' (DS)

Sita said that she would meet me the next day (Reported form)

I told Raju "I have" a pet dog in my house (DS)

I told Raju that I had a pet dog in my house (Reported form)

Raju told Sita "my father met your father yesterday." (DS)

Raju told Sita that his father had met her father the day before.

(Reported form)

Note : i) The speaker directly speaks something

What he says is put within inverted commas.

In the above examples the sentence in the Direct Speech is in the statement form.

When writing this speech in the reported form we should remove the inverted commas and put connecting word "that".

- ii) I changing the statement into the Reported form we should know who, talks' up whom, and whether the persons are masculine or feminine in gender.
- iii) To day is changed Into that day tomorrow into the next day, yesterday Into "the next before".
- iv) "Shall, will, in the statement are changed into would". Present tense predicate into past tense predicated the past tense predicate into past perfect tense. By studying the above examples carefully you can notice how these changes are made.
- d) Raju said Sita, "please lend me your pen" Raju requested Sita to lend her pen.

The teacher said to the boys "Tomorrow bring your English textbooks".

The teacher asked the boys to bring their books the next day.

The mother said to the children "Don't play in the hot sun" The

mother advised the children "Don't play in the hot sun" "Run to

the cover" the major told his men. The major ordered his men

to run to the cover. The major shouted to his men. "Don't shoot"

The major his men, not to shoot.

## LESSON-8

### PAR-I

#### Vocabulary

In fact "in truth, really,  
set sail travel in a Ship to a place  
miserable (adj) -unhappy, deplorable மோசமான  
realize: (v,t) to apprehend or grasp its significance of (உணர்தல்)  
coloured people — Asian and African people are called so by the  
whites of South Africa.

Contempt (n) - scorn, disregard disgrace (அவமதிப்பு)

book (v,t) " to bear, to endure (பொறுத்துக்கொள்)

Insult (v,t,n) to abuse, to treat with contempt அவமதித்தல்

Compartment (a) a part divided off, a carriage in a train

refuse (v) - to deny or reject (மறுத்தல்) refusal (n)

protest (v,n) to object to (எதிர்ப்பு தெரிவித்தல்)

Instance (n) - an example, a case In point

such as—like these

to dine with " to take food with

humiliation (n) lowering the dignity of (அவமானம்)

humiliate (v,t) கேவலப்படுத்து

#### TEACHING ITEMS

(a) He was ill He could not go to school.

He could not go to school as he was ill.

He could nor go to school on account of (because of) his illness.



On another occasion he was Insulted while he was travelling by train in a first class compartment. When the train reached a station, a white man entered Gandhiji's compartment. He did not like travelling with Gandhi because he was a coloured man So he ordered Gandhi to get out of the compartment. But Gandhi refused to do so. There upon the white man brought In some officials. One of the officials asked Gandhi to go to a third class compartment though he had bought a first class ticket. Gandhi would not give in With the help of the police Gandhi was pushed out in spite of his protests. His luggage was also thrown but.

Instances such as these made Gandhi think of the sufferings of the Indians in South Africa. Indians were not allowed to dine with the Europeans though they paid money for the food. The white barbar would not cut the hair of a black man. On seeing all these humiliations and insults Gandhi decided to fight for the rights of coloured people.

### Exercises

I. Answer the following questions :

- 1) Why did Gandhi go to South Africa?
- 2) What did the magistrate ask him to do ?
- 3) Did Gandhi remove his turban ?
- 4) Why did not the white man like to travel with Gandhi ?
- 5) What did he do?
- 6) What did the police do ?
- 7) How were the Indians humiliated ?
- 8) What did Gandhi decide ?

II. Match the following :

#### Group A

- 1) When you cross a road
- 2) On reaching the of top the hill
- 3) Though Rahim was aged
- 4) Because of David's poor play
- 5) In spite of the cold wind
- 6) I helped a man
- 7) He wondered
- 8) He who serves humanity

#### Group B

They pitched the tents.  
 He was strong.  
 The team lost the match.  
 The party climbed up the hill.  
 You should by very careful.  
 How the stars were in their position.  
 Is loved by the god.  
 Who had lost his purse.

III. Write in the Direct form of Speech

1. He ordered Gandhi to get out of the compartment.
2. Gandhi, said he would not get down.
3. I asked the boys not to waste their time in idle talks.

IV. Rewrite the sentence using the phrases given in the brackets:

1. He could not attend the functions, because he missed the bus.  
(because of at)
2. Though they tried hard they could not reach the top of the hill.  
(In spite of)
3. Though the rock was slippery they climbed up. (In spite of)

V. Fill in the blanks with suitable prepositions :

1. \_\_\_\_\_ nights Newton would \_\_\_\_\_ the open terrace and watch the star \_\_\_\_\_ his head.
2. There is a bridge \_\_\_\_\_ the river Vaigai.
3. This bus leaves \_\_\_\_\_ Sivaganga \_\_\_\_\_ 9.A.M.
4. I came \_\_\_\_\_ walk \_\_\_\_\_ this place \_\_\_\_\_ village.

VI. Join the pair of sentence using the word In the brackets:

- 1) Raju fell from the tree. So his arm was broken (because)
- 2) He worked hard. So he got the first rank In the examination.  
(on account of)
- 3) He ran fast yet he could not catch the boy. (though)
- 4) Raju was rich But he helps others (In spite of)
- 5) The lion fell Into a pit But people were afraid to go near it.  
(In spite of)

## LESSON-9

## PART I

*Vocabulary*

take refuge in - take shelter - run to a place of safety

Invade (v,t) invasion, (n) - படையெடுத்தல்

Conference (n) - a meeting, to be together for consultation மாநாடு

consult (n) Home was a city state- the head elected by the people was acalled 'consul'

warriors (n) soliders

Volunteer (v) One who offers his services willingly.

Voluntary (adj) X compulsory

blare of trumpets - தாரைகள் முழக்கம்

disposed off - to get rid of தொலைத்துக்கட்டுதல்

swing (v,t) - swing' to move, to and fro. to sway.

strike (v) - struk - hit

Surrender (v,n) to give one elfup, yield சரணடை

erect (v,t) to get upright, to build, erection (n)

armour (n) - கவசம்

decision (n) hurry - அவசரம்

In the meantime - meanwhile அதற்கிடையில்

stunned-shocked

### 1 Teaching items:

#### Adverbial clauses of Result

Join the pair of sentences :

- i) They played very *well* they Won the match.

They played so well that they won the match.

They played well enough to win the match.

They played so well as to win the match.

- ii) The hill was very steep. They could not climb it.

The hill was so steep, that they could not climb it.

The hill was too steep for them to climb.

- i) In joining such pairs of sentences note "that" "very" is substituted with 'so' and "that" is used to combine the two sentences they played well, what was the result or effect they won the match. so the clause that starts with that' in the examples is known as Adverbial clause of result or effect.

- ii) We can remove this effect clause and use the phrases well enough or so well as to convey the same idea.

- iii) In the second example the subjects differ. Note that they is changed into "them" similarly I, into me, we-us you-you, he-his, she-her. could not climb is the result. In such cases we use so-to the main verb into the effect clause is changed into an infinite.

eg., climb — is climb

cannot walk - into walk.

- iv) "such that" Is used in the place of so that in certain cases (Eg):  
The steepness of the hill was such that they could not climb it.  
The darkness was such that they could not find their way.

## II. Using it for introducing Noun clauses:

- i) Raju will not get the job or It is doubtful.  
It is doubtful if Raju will get the job.
- ii) Smoking is injurious to health.  
It is injurious to health to smoke.
- iii) Smoking is injurious to health. It has been proved.  
It has been proved that smoking is injurious to health. That smoking is injurious to health, has been proved. (Note: here 'That smoking is injurious to health' is a noun clause, used as the subject of "has been proved")

**Note:** In the above examples where the sentence if that begins the Noun clause.

- ii) In example ii) "Smoking" Which is used as subject is changed an infinitive to smoke. Note the infinitive in such sentence - making.
- iii) Seemed, appeared looked- என்பதின் அர்த்தம் அவ்வாறு தோன்றியது என்பதே உண்மை அப்போது இருக்கலாம் இல்லாமலும் போகலாம்.

(Eg): He seems to be poor. (He may be really poor or not poor doubtful case)

**Note:** Instead 'seems' 'appears' may be used to be follows these predicates.

4 use 'as though' "as if"

- 1) He looked as though (as if) he would die. But he did not die  
(சாவது போல் தோன்றினான் சாகவில்லை)
- ii) He fought as if he were a lion  
He fought like lion (சிங்கம் போல் சண்டையிட்டான்)



**Note:** "he" is a pronoun in singular but when we use "as it" we use where" even in the subject

5. Use of "had better" - ஒன்றை செய்வது நலம் என்று கருத்தில் உபயோகிக்கப்படும்.

It is time you had better take a taxi to catch the train. He is not well. He had better consult a doctor.

6. Use of just, "just" now than as

I have five rupees I have just five rupees (only - மட்டும்)

Just now I had a cup of coffee (இப்போதுதான்)

Raju reached the station, just then train had started) (அப்போதுதான்)

Just as he was leaving his house, a bomb exploded.

(இரு செயல்கள் அநேகமாக ஒரே நேரத்தில் நடக்குமிடத்து உபயோகிக்கப்படுகிறது)

## HORATIUS

Long ago there ruled over Rome a wicked king called Sextus. The people suffered so much that they rose in revolt against him and drove him out of the city. He took refuge in Tuscany with king Lars Porsena, Sextus and Lars Porsena gathered a huge army to invade Rome "We had better attack Rome before they are ready" suggested Sextus and

Now, Rome did not have a sufficiently powerful army such as Sextus had. The consul held a conference to decide the best way to defend Rome against the enemies. Just then a messenger came in haste and informed them that the Tuscan army was nearing Rome. It looked as though there was no way of saving the city.

But Rome had natural defence in the form of the river Tiber. There was a narrow bridge across the river which an invading army had to use for coming to the city.

The consul said to Horatius "we had better destroy the bridge and prevent the Tuscan army from entering the city."

Horatius said ? Give me two friends to help me. We shall go to the other end of the bridge and stop the enemy. In the mean time you can destroy the bridge". Two brave warriors Spurius Latius and Herminius volunteered to help him.

While they were putting on their armour, they heard the blare of trumpets. They are coming said Horatius. We had better run to the other end of the bridge to meet the enemy in time. So they hurried to the bridge-head. They had just taken up their position, at the bridge-head when the enemies forward troops were just a few paces away.

On seeing only three men facing an army the Tuscans laughed in derision. Three of them got down from their horses and rushed at Horatius and his friends. But they were disposed off in no time. The enemies became silent. They said "we had better send our Astur against Horatius - Astur was their most powerful leader. He carried a sword that none could lift. Swinging his heavy sword, he rushed at Horatius and struck with all his might. Though Horatius avoided on his blow with his shield, the sword pierced his thigh. Recovering from the shock Horatius struck back at Astur's head with his sword. His blow was so powerful that it pierced the helmet and Astur's head as well. Astur's was killed. On seeing his fall the Tuscans were stunned to face Horatius.

In the meantime, the pillars of the bridge had been cut down and the planks were tottering. Horatius ordered his two companions to rush back to Rome. Just as they reached safety the bridge fell down. Horatius was left alone to face the whole Tuscan army, the enemies shouted to Horatius 'Surrender, But Horatius would not. He prayed to Father Tiber to take care of him and jumped into the roiling floods. The enemies thought that Horatius had jumped into the jaws of death. But Horatius struggled bravely against the roaring waves. For a moment it looked as if he would be drowned. But, Horatius caught hold and managed to reach the safe shores of Rome. His courage was such that even the Tuscans admired him and cheered him up. The Romans honoured Horatius fittingly. They elected a statute in his honour. It is said that even how Roman mothers pray to make

## INSTRUCTIONS TO STUDENTS

- I. Write in a page how Horatius saved Rome.
- II. Write a paragraph each on (i) How Horatius killed Astur.  
 i) How Gandhiji was insulted while travelling by train.  
 ii) An incident that shows Issac Newton's sweet temper.
- III. Answer the following questions each in 2 or 3 sentences.
  1. How did Newton astonish his companions?
  2. What led Newton to discover the Law of Gravitation?
  3. Which line shows Newton was modest?
  4. How were the Indian humiliated In South Africa?
  5. What did the magistrate ask Gandhiji to do? Questions to be answered

### Questions to be answered

(Questions are based on Lessons 5 to 6 already despatched)

(Time: 3 Hour)

Maximum: 100 Marks

#### IV. Rewrite the sentences using the phrases given in the brackets.

1. Hen could not continue his travel because there was rain. (because of)
2. Though he worked hare he failed in the examination (In spite of)
3. He to so old that he cannot walk this distance (too-to)
4. The tin was heavy that I couldnot lift it. (too-to)

#### V. Join these pairs of sentences

1. Themangoes were very cheap, I bought a basketful of them
2. They fought very well. The enemies retreated.

3. He fell from a tree. He broke his leg
4. The President honours the soldiers. They have done brave deeds at the battle-field
5. He ran fast yet he could not catch the train.

**VI. Fill up the blanks using seem, appear, as though, as if.**

1. Climbing up this hill \_\_\_\_\_ to be a difficult task because it is so sleepy,
2. It is really a rope. But it \_\_\_\_\_ to be a snake.
3. Sita is not rich, But she acts \_\_\_\_\_ she is rich.
4. He spends money \_\_\_\_\_ he were a millionaire.

**VII. Fill up the blanks with ust, ust, as, "ust now, "ust then"**

1. He had— goes to bad when his friend called upon him.
2. — he was leaving the plat form, a man called him.
3. — I have finished my work.
4. I have — ten rupees.
5. He had started writing the essay — he heard some sounds outside his room.

**VIII. Rewrite these sentences as directed**

1. That theses is no life in the moon has been proved, (start, with "it")
2. He is weak in maths. He should have some tution, used had better")
3. Smoking is injurious to health (start with "it")
4. The train stopped. At once the thief jumped out join using "as soon as".



## Exercises

### I. Answer the following question:

1. Why did the people drive away Sextus from Rome?
2. Why did the consul hold a conference?
3. Why could not he Invading army cross river Tiber easily?
4. What did Horatius suggest to consul?
5. Why did the Tuscans laugh?
6. Who was Astur?
7. Did Horatius surrender to his enemies?
8. How was the river Tiber?
9. How did the Romans honour Horatius?

### II. Combine the pair of sentences using "so- that or "so-that not".

1. They fought very well. The enemies retreated.
2. He was very old. He could not walk the distance.
3. The mangoes were very cheap. I bought a basket of them.

### III. Rewrite the sentence using too-to or enough's

1. Bhima was so strong that he killed the giant in no time.
2. The sun was so hot that they could not work.
3. The train was running so fast that Raju could not jump out, of it

### IV. Fill up the blanks with had better, just now Just, Just, as, Just, that

1. He had ——— got into the compartment when the engine whistled.
2. I went to Rama's house at 10 O'clock in the night He had ——— gone to bed.
3. He had ——— 10 minutes left to catch the train.



4. \_\_\_\_\_ the thief was slipping into the crowd a policeman caught him.
5. This is an Old car, You \_\_\_\_\_ buy a new one.
6. You will catch cold. You \_\_\_\_\_ wear a sweater.
7. \_\_\_\_\_ I have finished my writing I wont to take rest.

**V. Rewrite these sentences starting with "It"**

1. That there is no life in the moon has been proved.
2. That Mr. Raju will come at 9 A.M. here, is certain.
3. Swimming is good for health.
4. Cowards die many a death, It is said so.

**VI. Fill up the blanks using - 'seem' appear as though as it.**

1. Climbing this hill \_\_\_\_\_ to be a difficult task.
2. Raju \_\_\_\_\_ to be a good fellow I am not certain.
3. Sita is not rich. But she acts \_\_\_\_\_ she is rich.
4. He fought he were possessed by a devil.
5. The sun \_\_\_\_\_ to be a red ball.

**VII. Write in the Indirect form of speech (Reported speech)**

- i) The consul "said. We had better destory the bridge.
- ii) Horatius said, to the consul. "Give me two friends to help me we shall stop the enemy at the other and the bridge."
- iii) The enemies shouted to Horatius "Surrender"

## LESSON - 10

## PART I

**Vocabulary**

slogan - a catch word or distinctive phrase for focussing the attention of the people. சமூகம்

patriot (n) one who loves his country dearly patriotic a தேசபக்தி

impetus (n) - momentum, boost. உத்தேசம்;

domestic (adj) - pertaining to a house or a home or a locality

country X foreign

foreign (adj) - situated outside a place or country, introduced from outside

வெளியிலிருந்து புகுத்தப்பட்ட - foreigner - அயல்நாட்டினர்.

encourage - ஊக்குவித்தல் to inspire with courage or hope encouragement

(n) ஆதரவு அல்லது ஆக்கம் அளித்தல்.

Indigenous (adj) - born or originating in a country, native.

Tee is not an indigenous plant. It was brought to our country from China.

dump (v t) to deposit heavily. குடும்ப இடத்தில் அதிகமாக குவித்தல்

import (v t) getting things from other countries.

இறக்குமதிசெய் - export.

enamoured of-fascinated by - கவர்சிக்கப்பட்டு

boycott (v, t) refusing to deal with மிலக்குதல் ஒதுக்குதல் பகிஷ்கரித்தல்

recapture (v t) get a thing

spirit (d) feeling - உணர்ச்சி

craze (n) - a strong desire or passion - தீவிர ஆர்வம் crazy (adj) boast (v.t) - to speak with vanity (v.t) to praise oneself too much - பெருமிதத்துடன் கூறிக் கொள்ளுதல் தற்புகழ்ச்சி செய்தல் give up (v.t) leave - we should give up any bad habit like smoking take a vow (v.t) உறுதி எடுத்துக் கொள்ளுதல்.

produce (v.t) - make manufacture, உற்பத்தி செய்

production (n)

local demand (n) - உள்ளூர்ப் பகுதி உதவவு

Consequently (adv) following as a result, ஒன்றின் விளைவாக

expand (v) increase, விரிவடங்குதல் expansion (n)

economic condition (n) பொருளாதார நிலை

economy (n) - பொருளாதாரம், சிக்கனம்

standard of living (n) வாழ்க்கைத்தரம்

poverty line (n) ஏழ்மைக்கோடு

rural, village or the country side - கிராமப்புறம்

wage (v.t) carry on தொடர்ந்து செய்தல்

relentless (adj) showing no pity or sympathy.

poverty (n) ஏழ்மை state of being poor

ignorance (n) அறியாமல் Ignorant (adj) the lot of the people - மக்களின் நிலை.

set up (v.t) - start establish நிறுவுதல்

with a view to - with the object of - குறிக்கோளுடன், The head master has arranged for special coaching classes for the pupils with a view to get good results.

prosperity (n) x செழுவை prosperous (adj) flourishing, successful,

formulate (v.t) - to express in definite form உருவாக்குதல்

implement (v) - to carry out to give effect to அமுல்படுத்துதல்

Implement (n) கருவி

lakhs and lakhs லட்சம் லட்சமாக thousands and thousands ஆயிரக்கணக்காக  
- denoting huge numbers

bring under the plough - சாகுபடிக்கு கொண்டுவரல் cultivate.

adopt - (v,t) follow.

self sufficiency (n) சுயத்தேவையுத்தி. enough for one's self Industrial front  
(n) தொழில்முனை

heavy industries (n) கனரகத் தொழில்கள்

basic industries like the Tate Iron & Steels

Central Planning Commission - மையத் திட்டக்குழு

Private public sectors - தனியார் பொதுத்துறைகள்

Machinery - machines collectively பல்வகை இயந்திரங்கள்

traditional (n) customary - வழக்கமான மாநிலமான

field of science & technology - விஞ்ஞானத்தொழில் நட்பத்துறை

nuclear physics - அணு சம்பந்தமான பெளதீகம் the part of physics dealing  
with atoms

space travel - விண்வெளிப்பயணம்

progress (n) advancement முன்னேற்றம் progress (v) move forward artificial  
satellites செயற்கை கோளங்கள்

concede (vt) - to admit to be true உண்மை என ஒத்துக்கொள்ளுதல்

rightfully (adv) - legitimately, honestly, truly - V6VU6L0Y

rightfull (ad)

launch (v,t) - to let fly, start a new activity float for the first time - மிதக்க  
விடுதல், துவக்குதல்

Gandhiji launched the salt sathyagraha at Dandi

achievement (n) சாதனைகள் things done successfully

achievement (v,t) - to accomplish successfully

Tenzing was the first to reach the top of the Everest. It was his greatest  
achievement.

Imbibe (v,t) to absorb, to receive into the mind மனதில் வாங்குதல்

we should imbibe the great ideals like patriotism, honesty etc. set forth by Gandhiji.

He makes a living by working as a carpenter. He earns his bread working as a carpenter.

root out (v,t) - exterminate remove completely வேருடன் களைத்தல் - Teaching Items

### I. Forming Future Continuous Tense:

used to denote an action that will go on at a future time

- eg.
- i) Our chief Minister has invited me for a function. Tomorrow I will be meeting him at his residence.
  - ii) Raju is in town now. Tomorrow by this time he will be travelling to Delhi by plane.
  - iii) Now I should be attending my friend's marriage. But owing to various reasons I have to be here. So I am not attending the function.

**Note :** (i) In forming the future continuous tense we put 'be' between "will" shall, would, should, may etc. "and the present participles (ing) form of the main verb.

ii) Tomorrow or at a future time "what will one be doing"? is conveyed through the use of this tense.

iii) In eg (iii) should must is used to show compulsion of necessary (கட்டாயம் அல்லது அவசியத்தை வலியுறுத்தல்)



## II. Present perfect Continuous tense

This tense is used to denote an action started already at some time and is now continuing.

1. I came here to meet Raju I have been waiting for him since I P M  
He has not yet turned up.
2. Raju has been living here of the past six years. Next month he will be moving to a better house

**Note:** (i) In forming the perfect continuous tense we insert, 'been' between "have has" and the present participle of the main verb.

2) In eg, "Since or from" denotes a particular point of time when the action is started. So the perfect Continuous, tense is used in such cases. Similarly in eg. (2) "for or during" denotes a period or gap of time when the action was started and is still continued. Hence present perfect Continuous tense is use "for the past six" years "during the summer vacation."

## LESSON-10

### PART II

#### "BE INDIAN - BUY INDIAN"

"Be Indian-Buy Indian", is a slogan we often find written on the side-panel of the buses, on the walls and inside the train-compartments, what does it mean? It means that we should all be true patriots and show out patriotism by buying only things made in our country. When we buy things made locally we will be giving an impetus to the growth of our domestic industries. For example, when we buy a handloom dhoti or a sari instead, of going in for a foreign-made cloth we will be helping a weaver, family to earn a living.

When the Britishers were ruling over our country they did not encourage the growth of the indigenous industries. They were dumping their goods here we were importing even such small items as the razor blade and the soap. Our people were enamoured of the Glasgow Mill cloth, Hence during the 1920 and thirties our national leaders like Gandhiji, Nehrujis and Tilak started the Swadesh Movement. They exhorted our people to boycott foreign goods and buy only Indian goods. The "Be Indian Buy Indian" slogan recaptures only this spirit of the Swadesh Movement. Even now many of us have not yet got over the Craze for foreign made goods. How often do we find someone boasting "oh" this is a Japanese watch". How fine it is? Can our Indians produce such things?" We should give up this craze and as true Indians all of us should take a vow that we will buy only the goods produced in our country. Only then the local demand for the various goods will go on increasing. Consequently, the existing industries will be expanded, new

industries producing various kind of goods will come up. That means we will be creating more and more job opportunities for our people, which in turn will improve the economic condition of our people and raise their standard of living. As we all know, more than 50% of our population is below the poverty line. It is a sad fact that most of our people in the rural areas do not get even one good meal a day. Ever since we got our independence, our leaders have been waging a relentless battle against poverty and ignorance. To improve the lot of the poor people they set up a central planning commission with a view to taking the country along the roads of prosperity.

Six Five year plans have been formulated and implemented by the Commission. Many dams have been built and lakhs of lands have been brought under the plough. By adopting scientific methods of farming we have been able to reach self-sufficiency in the matter of food. The Green Revolution has indeed provided our people with enough food.

On the industrial front heavy industries, large scale medium, steel and small-scale industries have been set up in various parts of our country under the private and public sectors. We are now in a position to export even machinery to foreign countries besides our traditional exports of tea, coffee and cotton and jute goods. We have made great progress on the field of science and technology, nuclear physics and space travel. We have succeeded in launching artificial satellites into the space, it has been conceded by the great powers like America and Russia that we can boast of some of the best scientists of the world. We can rightfully feel proud of our achievements. Yet, we should not forget that we have a long way to go. Unless we imbibe the spirit behind the slogan *Be Indian-Buy Indian*. We cannot drive poverty from our country.

### Exercises

- I. Write a paragraph i) Swadeshi Movement
- ii) The Five year plans

## II. Answer the following questions each in two or three sentences

- 1) What does "Be Indian Buy Indian" mean?
- 2) How can we help a weaver's family?
- 3) Why was the Swadeshi movement started?
- 4) What Will be the result when the local demand for various good goes on increasing?
- 5) How has the Green Revolution became a success?
- 6) What has made the great powers admit that we have some of the best scientists of the world?

## III. Fill up the blanks with the given verbs in the proper tense.

- 1) Yesterday when I \_\_\_\_\_ (read) a book in my room I \_\_\_\_\_ (hear) a hissing sound I \_\_\_\_\_ (look up) and \_\_\_\_\_ (find) a snake I \_\_\_\_\_ (kill) it, But I had no stick.
- 2) We \_\_\_\_\_ (celebrate) our school day on 6th May. We \_\_\_\_\_ (invite) our chief Minister to Preside over the function I \_\_\_\_\_ (hope) he \_\_\_\_\_ (accept) our invitation.
- 3) Raju \_\_\_\_\_ (dig) the trench for the past six hours. But the \_\_\_\_\_ not yet \_\_\_\_\_ (finish) it.

## IV. Rewrite the following sentence using passive voice predicates

- 1) Raju has taken my pen.
- 2) I have already paid you some money.
- 3) The boys have stolen the apples from the orchard.

## LESSON - 11

## PART - I

**Vocabulary**

greedy (adj) -- avaricious -- பேராகசமிக்க greed (n) a keen selfish

desire -- பேராகச

take pity on -- இரக்கப்பட்டு

I took pity on a leper and give him some coins.

generous (adj) -- liberal minded :

spot (n) -- a partioular place

stone of the pear பழத்தின் கெட்டை

vendor -- (n) -- a person who sells something, a seller.

divine (adj) -- belonging to or having the nature of God --

தெய்வீகமான

take revenge on -- பழிவாங்குதல்

A boy teased an elephant. The elephant took revenge on him by killing him.

melt away -- gradually disperse, when the sun shines the snow melts.

dismay -- (v,n) to alarm, to deptive of courage.

sympath, (n) -- compassion pity.: அனுதாபம் felling-for another person in pain.

sympathetic (adj) sympathetically (adv).

**Teaching Items**

- I. Adjective clauses starting with relative adverbs "where why" when
1. We saw the place where Mahatma Gandhi died ?
2. Do you know the time when the pandlyan Express leaves for Madras?



3. He told me the reason; Why he was late
4. I didn't want to meet that follow. That thereason.

Note : 1) The clauses in italics are Adjective clauses.

In e.g. 1. "where" can be replaced with 'at which'. The clause tells us something about the place. When we want to describe an event that happens at a particular time, day month or: year, We start the Adj. clause with "when"

- ii) When we want to replace a noun clause with an adjective clause we use "reason why".

e.g. (3) He told me why he has-was late (Noun clause)  
He told me the reason why I stayed at home (Adj. clause)

- iii) We can reword the above sentences So convey the same idea by substituting the clauses in italics with these phrases. eg. We saw the place of Gandhiji's death. Do you know the time of departure of the Pandyan Express? He told me the reason for his being late. That is the reason for my staying at home.

II. Using Adjectives in comparative degree twice in succession"  
(அடுத்தடுத்து)

eg. (i) It became smaller and smaller (சிறியதாக இன்னும் சிறியதாக)

He grew bigger and bigger (பெரியவனாக மேலும் பெரியவனாக)

He wept more and more (மேலும் மேலும்) when he thought of his misfortune.

## LESSON-11

## PART-II

## GREED WELL PUNISHED

In a certain Chinese city, a fruit-seller was standing in the street, beside his hand cart. That was the street where he always went to sell his fruits, it was always full of people, and that was the reason why he chose it for his business.

On that morning he was selling pears, and he was doing a good trade. The hand cart where he kept his pears was already half empty. He said to himself. This is certainly a day when I shall sell every part in my cart. Just then an old beggar came along and stopped to look at the pears. After while, he said to the fruit seller. Will you please give me a pear, Sir, As you see, I am a poor beggar and I have no money to buy one" "what?" cried the greedy fruit seller angrily. Do you expect me to give away my pears free of cost? I'm not the enough to give away valuable fruit to every beggar. In the street, "People were crowding round the fruit seller, for that was the hour when the factories closed for the midday rest. Some one who took pity in the beggar pleaded, with the fruit-seller to give a fruit to the beggar" But the fruit seller was heartless. He said "I can't give any one a pear free of cost. It seems you are very generous with others's pears. Why don't you buy a pear and give it to the beggar". The young man brought a fruit and gave it to the beggar.

The beggar had thanked him and eaten the pear then he suddenly began to make a hole in the ground, near the spot where he had been standing. He asked for some water and poured it into the hole and then planted there the stone of the pear. Immediately a little pear-tree appeared. Within a few minutes it grew up into a big tree. It was soon covered with flowers and delicious fruits. The beggar shook it and fruits

fell on the ground. He invited the people to pick them and eat them. Many did so. He told the fruit vendory, you can "also take some" but the vendor would not. He was afraid that the beggar had some divine power, and that he intended to take revenge on him for his unkindness.

When the people were still eating the pears they saw the the tree was beginning to decay, It became smaller and at last there was nothing left in the place where the tree stood, except an old piece of wood sticking out of the ground.

The deggar had disappeared. No one had seen him since the time when the last pear had fallen from the tree. The crowdmelted away, and the only person left was the fruit seller. All along he had been watch-ing the wonderful, feat of the beggar. Now he turned round to look into his cart. To his great dismay and surprise he found to that the cart was empty. Now only that, he noticed that one the handles of his cart was missing too. Then his eyes fell upon the stick in the ground. He pulled it out an found that it was the lost handle of his cart.

Sadly and wearily, he pushed his empty cast homeward. He how knew the reasons why the beggar had used had his magical powers to make the pear tree grow. The beggar had done it to reward the pupil who had shown sumpathy and kindness to him and to punish the greedy, selfish fruit vendor.

### *Exercises*

1. Write in about 20 lines the story of the fruit - seller and the beggar.

2. Answer the following questions :

i) Why was fruit-seller happy on a certain day ?

ii) What did the beggar do after eating the pear ?

iii) Why was the vendor felling sad ?

iv) What lesson do you learn from this story ?

### 3. Complete these sentences :

- i) If the fruit seller had given a pear to the beggar he
- ii) A young man bought a pear and gave it to a beggar because
- iii) The beggar has used his magical powers-----a lesson to the seller -----

### 4. Complete the sentences using where, when, why

- i) We have break' ast at 8 o' clock.  
8 o' clock is the hour-----
- ii) I was late for that reason.  
That was the reason.
- iii) He lived at Tambaram.  
Tambaram is the place-----
- iv) I am so tired that I cannot work any more.  
I am very tired. That is the reason-----
- v) I had left my pen on the table. I could not find it  
I could not find my pen on the table -----

### 5. Rewrite the following sentences removing the Adj clause and using a woud prphrase in its place:

- i) Ettayapuram is the place Bharathi was born.
- ii) He now knows the reason why the beggar used his magica powers.
- iii) That was the reason why he came late.
- iv) It was the day when salaries were disbursed to the workers
- v) The reason why he failed is obvious
- vi) I saw a snake which was a meter long
- vii) I saw a boy who was weeping.

## 6. Rewrite In the Indirect form of speech :

- i) He said to himself, "This Is certainly a day when I shall sell every pear in my cart."
- ii) He said to the fruit-seller, "will you please give me a pear sir"?
- iii) "Do you expect me to give away my pears free of cost". I am not rich enough to give anything free of cost" the seller.
- iv) The fruit seller asked the man, Why don't you buy a pear and give it give it or the beggar?"



## LESSON - 12

## PART - I

## Vocabulary

Similarly, [adv] -- likewise, அதேசூரம் similar, [adj] -- resembling  
looking alike.

resort [n] a frequented place, vacation spot.

resort [v] -- to have recourse to --

The crowd threw stones at the police. So the police had to resort to a lathi charge.

Climate -- [n] The general atmospheric conditions of a region --  
காலநிலை. Note the difference between "weather" and

"climate" "Weather" means atmospheric conditions at a particular  
time or day, காலநிலை

We have a hot climate in South India.

Today the weather is chill

Migrate :- [v] move from one place to another especially in groups :-  
migration [n] -- இடம் பெயர்வு

Ornithologist :- a scientist who is interested in the study of birds  
are available [adj] at one's disposal capable of being used -- avail-  
ability [n]

Mangoes are available in plenty during summer

Instinct [n] -- innate impulse, unconscious skill -- இயற்கை அறிவு,  
அணர்வு

estimate [n, v, t] -- to calculate and to form an opinion of the value,  
size weight etc.

Incredible [adj] -- hard to believe -- நம்பமுடியாத.

behaviour [n] — moral conduct, treatment shown to or towards others, the way in which one acts or behaves [v] x misbehave When the speaker was addressing the pupils Raju laughed, He behaviour was bad, i wonder why he behaved so foolishly evidence - [n] proof, testimony - நிரூபணம் ஆதாரங்கள்

precise (adj) exact, accurate.

appropriate (adj) suitable, fitting - பொருத்தமான

Light clothes are appropriate in winter

amazing feat an act which fills one with wonder or astonishment amazement (n) astonishment.

In the circus a woman thrusts her head in to the mouth Of a lion It is an amazing feat

observation (n) - attentive watchfulness, a Comment or a remark observe (y,t) to watch, to move systematically.

The astronomers look at the sky keeply at the stars and planets, their observations are based oh a keen study of the skies.

### Teaching Items

Forming the predicate in the negative form —————

i) Yesterday Rahim played football, he did not play hockey.

வினையாடவில்லை

ii) Every evening I [we, you, they] play hockey.

I (we, you, they) do not play cricket.

iii) He spends his time in idle talks — He does not spend his time usefully.

iv) He has brought his books. He hasn't bought note books.

v) Raju can walk this distance; but his grand father can't.

**Notes :** i) Informing negative predicates in the past tense we use did not.

ii) informing negative predicates in the present tense we use "do not" for the first, second, and third person subjects, in singular number.

**Note :** eg. (ii)

in eg ii) we have used 'does not' - why ? - The subject word is in the third person singular.

iii) in eg (iv) we have used the perfect tense.

The subject word is In third person singular so we have changed "has bought" into has not has not bought. For subject in plural and First and Second person we will write "haven't" "bought".

iv) While using auxiliary verb like will, shall, would, can could etc - we insert "not" in between the auxiliary and main verbs.

eg, can play - cannot play can't play.

may go may not go should sleep - should not sleep.

## LESSON-12

### PART II

When the weather gets hot in the plains in summer rich people move to hill resorts such as Kodaikanal and Ooty. Similarly people in countries such as England, France and North America move to warm countries during a cold winter. What is true of people is true of birds and animals too. We travel by motor car, Train or aeroplane, but the birds fly to distant places. It is one of the mysteries of nature that birds are able to travel thousands of kilometres and return to the original nesting places at regular intervals. If we watch birds through out the year we can see that between September and November flocks of birds come from some where and then go away in April, May. Don't we find at Vedanthangal and Kodaikanal bird sanctuaries strange birds like the white heron that are foreign to our soils come during winter; where do they come from and where do they go?

Bird watchers, after years of patient observation and study of these migrating birds have concluded that there is a regularity and system about their behaviour. People used to think that small birds as swallows, nightingales cuckoos went to sleep during winter but we now know that they go to warm countries.

Why do birds migrate? They are not directly affected by the cold because of their feather covering and warm blood; but in winter getting food is not easy. In cold countries, snow lies thick on the ground in winter and even lakes and rivers are frozen over. The weather is such that birds will not be able to catch either insect or fish. If they do not migrate they will perish. During the cold season nights or long days are short. The time available for searching for food short.

How do birds find their way to and fro? Naturalists and ornithologists had observed that they fly to the same places and return to their original

breeding places with amazing accuracy. Our wonder is all the greater when we know that during migration it is usually the young birds that fly at the front and older ones in the rear. The young birds have never flown that way before yet they fly to the right places and return to their original places, covering hundreds of kilometres. Just as they do not need any training in building nests they do not need any training in finding their direction during migration. They are guided by instinct. Every year we can see birds from the northern and north-eastern parts of India flying to South India and Sri Lanka. A bird called the Arctic winter wren flies right across the world to the Antarctic summer a distance of 17,710 kilometres each way. Is this not fantastic?

Devices such as the "ringing" of the bird are now being used to estimate the height and speed of the flight of these migrating birds. A light aluminium ring with a number and an address tag is tied to the leg of the bird and it is set free. Bird watchers in other places are informed about the numbers and the address and they keep watch in this way they keep precise track of the movements of the flocks of birds. We know that some of the white storks that are seen in India come from Germany with the help of aeroplanes and instruments for measuring height and speed it has been possible to find out how fast these birds fly and how high birds such as ducks and geese fly at a speed, between sixty and ninety kilometres an hour. Some birds fly from six to eleven hours a day. Some birds like plovers can fly 85 kilometres non-stop in about eleven hours. The Eastern Golden Plover which comes to India in winter from Western Alaska and Siberia flies 3200 kilometres non-stop. The Snipe has such strong wings that it flies 800 kilometres non-stop over the sea from Japan to Australia. Some of these journeys may sound incredible to us. But there is scientific evidence to prove them.



The flying height of birds varies between 1000 metres and 4000 metres from the ground. There are birds that fly directly across the Himalayan ranges. An Everest expedition saw several migrating birds at a height of 5200 metres.

Such factors as these show that patient observation and study can teach us more about the wonders of birds migration. More and more people are taking an interest in bird behaviour, and in course of time. We will

I know the answer to a lot of question about bird behaviour which have been puzzling us for years;

### Exercises

*Answer the following question*

- i) Why do birds migrate?
- ii) Why is bird migration one of the mysteries of nature?
- iii) Why can't birds catch worms or insects in winter?
- iv) Who lead the migrating birds?
- v) Name some birds which can fly for hours together without stopping.

1. Rewrite the following sentences using "such that" such 'as' - 'as' after studying the given examples.

1. Leaders like Lincoln and Gandhiji are not born every day.  
 Leaders such as Lincoln and Gandhi are not born every day.  
 Such leaders as Lincoln and Gandhi are not born every day.
2. The beauty of the Taj Mahal is so great that visitors from foreign countries come to look at it.  
 The beauty of the Taj Mahal is such that visitors from foreign countries come to look at it.  
 Such is the beauty of the Taj Mahal that visitors from foreign countries come to look at it.

*Exercises*

1. Places like Mahabalipuram and Kanyakumari are beautiful  
Use such as
2. The historical importance of Delhi is so great that it attracts a  
lot of tourists. Use such that
3. Poets like Kamban Valluvan and Ilango have enriched our Tamil  
literature. Use such — as
4. Their courage was so great that they routed the enemies in no time.  
such — that

**III. Fill up the blanks using predicates in the negative.**

1. Raju bought bread but he ———— butter.
2. Columbus discovered America, he ———— India.
3. Raju works in the garden, his sons ———— with him.
4. We take regular exercise, but Ramu ———— any exercise.
5. Raju has seen this picture, but his friends ———— it.
6. I am playing hockey, but you ———— any game.
7. He is good and kind, but his sisters ———— so good.
8. I can climb this rock, but my sister ————.
9. I will meet my friend at Madras, but I ———— my brother.
10. All the boys have gone home, but Raju ————.

- I. Write in a page how the greedy fruit-seller was punished.
- II. Write paragraphs on: (1) the Swadeshi Movement (2) some amazing facts about bird-migration:

III. Answer the following questions:

- 1) Why do birds migrate?
- 2) What is meant by 'ringing' of birds?
- 3) Why can't birds catch the worms and insects in winter?
- 4) What does Be Indian Buy Indian mean?
- 5) How can we help a Weaveris family?
- 6) Why was the Swadeshi Movement started?

IV. Fill up the blanks with suitable prepositions.

- 1) He was born ————— a small village ————— keraia.
- 2) He started ————— six ————— the morning.
- 3) He was killed ————— the robber ————— a hatchet.
- 4) While I was walking ————— the road I saw a fox ————— a bush ————— I threw a stone ————— it.
- 5) I have no use ————— it. He has lost the use ————— his right arm.
- 6) There is a cause way ————— the river. When the river is in floods the rainy seasons water will flow ————— it.

V. Fill up the blanks using the verbs in the correct tense and voice.

1. Every year the Independence Day ————— (celebrate) on 15th August. The National flag ————— (hoist) by the Prime Minister at the Red fort. There ————— (be) a military march past. The Prime Minister (pay) homage to the leaders who ————— (sacrifice) their life for getting us independence Last year we ————— (celebrate) the day in a grand manner in our schools. We ————— (invite) the District Collector, but he. ————— (not come).

2. Once Newton \_\_\_\_\_ (go) out of his room leaving his pet \_\_\_\_\_ dog in his room. On the table he \_\_\_\_\_ (place) his valuable paper. When he \_\_\_\_\_ (go) out the dog \_\_\_\_\_ (jump) on the table and \_\_\_\_\_ (upset) a lighted candle. The papers \_\_\_\_\_ catch) fire and \_\_\_\_\_ (destroy) them.

**IV. Rewrite the sentences using the words given in the bracket :**

1. It was spring The trees were in full bloom (When)
2. When he saw She thief he shouted for help (seeing)
3. As he was Sate he missed the train (because of)
4. Though he was rich, he wouldn't help others (in spite of)
5. Bhima was so strong that he could kill an elephant with a single stroke (such - that)

## LESSON - 13

## Vacabulary

Sanchayika

- a Hindi word meaning small savings

சிறுசேமிப்பு

implement (v,t)

- to give effect to, to carry out. அமுலாக்கு

implementation (n) அமுல்படுத்தல்

implement. (n)

- கருவிகள் instruments

with a view to

- நோக்கத்துடன்

He reads his lessons day and night. His aim is to get the State First rank He works hard with a view to get the first rank.

Promote

- to move up to encourage growth;

வளர்ச்சியை ஊக்குவித்தல் promotion (n)

banking functions

- operations connected with banking

வங்கி சம்பந்தமான செயல்கள்

scheme

- plan

frugally (adv)

- economically, separeingly சிக்கனமாக

frugal (ad), சிக்கனமான, frugality (n)

சிக்கனம் thrift.

Stand in good stead

-ஆதரவாக இருத்தல், உதவுதல் help.

The cooking

gas was out. She prepared the food on a

stove. The stove stood her in good stead.

go a long way

-has great effect

Daily take exercises. It will go a long way In giving you staminar and strength.

able to do

- can do a thing இயலும்.

Have a ladder Then you will be able to climb up the wall.



Prudent (adj)	-	cautions, careful, prudence (n)
utilise (v,t)	-	use பயன்படுத்து utilization பயன்படுத்துதல் (n) utility (n) TVu
multiply (v,t)	-	increase, grow in உடைய
investment (n)	-	முதலீடு செய்தல் invest (v,t)
benefit (nv)	-	an advantage, profit இலாபம் நன்மை
cultivate (v,t)	-	to train, to foster to develop வளர்த்தல்
accure	-	to increase or add
enable (v,t)	-	to make able empower செயலாற்றும் சக்தி அளித்தல்

The Everest climbers use, oxygen cylinders, enable them to breath at high attitudes.

Social welfare measures	-	சமூக நலத்திட்டங்கள்
Prosperous (ad)	-	Successful, flourishing செழுமைபுள்ள
Prosperity	-	செழுமைவளம்

Teaching items: using compound relative pronouns; whatever who-ever, whichever whomsoever

eg., whoever comes late will be fined

Take Whatever you like Take whichever you like.

(Will take with me whomsoever I like Whatever he does, he does it neatly)

**Note :** 1) These compound relaive pronouns have no antecedents or fying words.

ii) They begin noun clauses

3) யாராகிலும் ஏதாவிலும், என்ற ஆர்தம் உடையவை எதை வேண்டுமானாலும் எடுத்துக் கொள், யாரை வேண்டுமானாலும் கூட்டிச் செல்வேன்.

## SANCHAYIKA

(A father writes to his son)

5, Sundar Street,  
Madurai,

5.6-86

My dear Raju,

Received your letter. I am glad to that you -are well up in your studies.

You have written to me that you want to join the Sanchayika scheme in your School. That is a good Idea. Sanchayika is a good small Savings Implemented in schools with a view a promote the "saving" "habit among the children and train them.

Under this scheme whatever the amount is save can be put into an account opened in your name. You have a few coin. You would spend It in your account it will be a saving like to buy an ice fruit or a cake with it. It will be a wasteful that willstandyou in good stead, in future. You can avoid unnecessary expenditure and expenditure and learn to live frugally. They will go a long way in shaping your character as well be able to l way in shaping your character as well because will be able to lead a prudent and careful the life in future.

There is a saying that many a penny makes a pound. Small coins are the seeds of good savings. By putting by small amount's regularly in your account, You will be able to get a sizable amount, say say. 29 you can use this amount, for buying such useful things as books, pen etc. Or, I would suggest a better way of utilising this amount. You can buy, a small saving Certificate for Say. 20 in 10 years Is value will be Say. 30. So your money gets multiplied.

There is also another benefit accruing from such Small Savings Schemes. These 'amounts invested by the people will enable the government to build dams, open new factories, start colleges and hospitals, and implement various social welfare measures. That means prosperity to the nation. Little drops of water make up the Ocean. So, such small saving go a long way. In making the country prosperous. By joining the Sanchayika even a small boy is contributing to the nation's welfare indirectly. That is also service to the nation.

So, my son, go ahead with your proposal. Tell you friends that whoever joins this Scheme will be not only helping him self but also his country.

with my love and blessings

Your affectionately

S. Krishnan

Address on the Envelope

MASTER K. RAJAGOPAL

5, South street

Rameswaram

**Exercise:** I. Write a Paragraph on "Sanchyika"

**II. Answer the following questions:**

1. What does Raju propose to do?
2. What is Sanchayika?
3. Why should one purchase the savings certificate?
4. What does the government do with bur savings?
5. Why should one join the Sanehayika?

**III. Use the following in sentences of your own.**

Whichever whatever with a view to, able to, stand in good stead to a long way, utilise.

# IV. Match the clause in group A with that under group B.

A

B

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. The rat will be killed           | that he scored a century. |
| 2. He was playing with his children | where he has gone         |
| 3. Gavaskar played so well          | Which ever way it goes.   |
| 4. I don't know                     | When I went to his house. |
| 5. If you sleep now                 | Who has taken my purse.   |
| 6. I know the fellow                | You will weep In the end  |
- e.g. I know the fellow who has taken my purse.

## LESSON - 14

Play-write

- (n) a writer of plays நாடக ஆசிரியர்

tragedy

- (n) a serious play having an unhappy and  
தூக்க முடியாத கனெண்ட நாடகம் sad or  
calamitous.

tragedy event

- அவ்வ முடிவான நிகழ்ச்சி tragic அவலமான

The plane crashed on the ground. Many passengers were killed.  
Many were wounded. It was a tragic event.

comedy (n)

- play full of humour and having a happy  
end இன்ப இயல் நாடகம் Comedian (n)-  
நாடி நடிகன்.

usurp (vt)

- to take possession of unlawfully.  
சட்டத்திற்கு புறம்பாகி ஆக்ரமித்தல் usurper  
(n) one who usurps.

entreaty (n)

request

banish (vt)

to expel, to drive away. ஒடித்திவிடுத்து  
விட்ட விடுதல், நாடு கடத்தல்

late Sir Rowland  
Hobbes

- Rowland is no more : மறைந்த Glowing  
were paid to the late Anna on his birth  
day.

mean (adj)

- lacking in dignity, மட்டகமான mean  
minded அற்ப புத்தி உள்ளவன்

treacherous (adj)

- cunning, treachery (n)

intervention (n)

- interference, coming between குறுக்கீடு  
intervene (v,i) to interrupt.

The two communities quarrelled with each other. The collector inter-  
vened. So a clash was averted.

wrestle (v)

- மயங்கும் செய்கை wrestler (n) one who  
wrestles.



schedule (v,t,n)	-	tabulated events time table, a list containing details திட்டவண்ணமிடப்பட்ட
dais (n)	-	a raised platform, மேடை
arena (n)	-	a public place where contest are held. பந்தயம் நடக்கும் இடம்
ribs (n)	-	விடா எலும்புகள்
burly (adj)	-	huge in size, பெருத்த
disuade from (v,t)	-	to persuade one not to do an act. செயலைச் செய்யாதிருக்குமாறு தூண்டுதல்
		dissuasion (n)

I tried to dissuade my friends from marrying at a young age fall on deaf ears-disregard an advice

Vibhishana asked Ravana to return Sita to Rama. But his advice fell on deaf ears.

contrary	-	opposed; different from மாறுபட்ட
expectation (n)	-	எதிர்பார்ப்பு

We thought our team would win the match, Contrary to our expectations we lost the match.

enraged	-	became angry
quit	-	leave
disguise (v,t)	-	to change the outward appearance of dress மாறுவேடம் அணிதல்
Court-jester	-	அரண்மனை விதூஷக கோமாளி

Tenali Raman was a Court jester at the court of Krishna Deva Raya.

Teaching Items Some Adverbial clause of time starting with 'ever since, till, until as long as' study the following examples.

1. Mr. Raman became headmaster of this school in the year 1960 From that day be has been maintaining a strict discipline among the boys and teachers.

Mr. Raman has been maintaining strict discipline among the boys and teachers of this institution ever since he became headmaster of this school in 1960.

We got independence in August 1647. From that date onwards our govt. has been taking all steps to make our country prosperous ever since we got independence.

2. wait, shall give you orders to move. Then you can move. What It I order you to move.
3. Raju will come soon. We shall have our meals after he Joins us, We shall wait until Raju arrives.
4. As long as you stay here, you ca. have all comforts

**Note :** In the above examples note how we have used "ever since till, until and as long as" informing Adverbial clauses of Time.

1. Ever since "from a particular time. ஒன்றிலிருந்து This conjunction is used usually when the main clause has its predicates in the perfect continuous tense.

1. Till, untill - ஒரு குறிப்பிட்ட காலம் வரை, நான் உத்தரவிடும் வரை காத்திரு - எ(2)

2. as long as - ஒரு குறிப்பிட்ட காலம் வரை, நீ இங்கிருக்கும் வரை எல்லா வசதிகளும் கிடைக்கும் எ(3)

#### 1. The usage of infinitives

1. I have a nice house I live in it.  
I have a nice house to live in.

I have a fine pen. I write with it.

I have a fine pen to write with.

**Note :** Prepositions in with, by, for etc follow the infinitives

2. To find fault is easy.

To err is human.

3. He likes to play cards,

**Note :** Here the infinitive "to play" is used in forming a phrase that comes as the object of a verb "likes"

I asked him to play.

**Note :** Here "to play" is used as a complement of the object him

4. Her greater pleasure is to sing.

**Note :** Here the infinitive "is sing" is used as the complement of the verb "is".

5. The match is about to start. Here the infinitive, to start is governed by the preposition "about"

### III. Using the conjunction "whereas"

i) Raju helps everyone. On other hand his father doesn't help anyone.

Raju help everyone whereas his father doesn't help anyone.

ii) Raju is strong. But his brother is weak. Raju is strong whereas his brother is weak.

**Note:** In joining two contrasting ideas (for example, a good student) we use the conjunction "whereas"

IV. The two trains would have dashed against each other. But the liner man gave a timely warning.

இரு இரயில்களும் ஒன்றுடன் ஒன்று மோதிக் கொள்ளுமருக்கும் ஆனால் ரயில் ஊழியர் சரியான நேரத்தில் எச்சரிக்கை கொடுத்தார்.

See how these two ideas are joined by using a clause or a phrase. If the line man had not given a timely warning the trains would have dashed against each other. (Adverbial clause or condition is used)

The trains would have dashed against each other but for the timely warning given by the lineman. (Here a phrase 'but for' is used)

## PART II

### AS YOU LIKE IT - PART I

Shakespeare a famous English playwright and poet has written a number of plays that are classified as tragedies and comedies Julius Casear, Hamlet are some of the famous tragedies whereas "As you Like it" is a comedy, it is a comedy of errors. Here is the story of the play "As you Like it".

Long time ago there lived in prance a good Duke But his wicked brother usurped the dukedom and drove him out However, Rosalind, the duke's beautiful daughter came to remain in the place because of the entreaties of Celia, the daughter of the new duke. They had been living together, playing and making merry ever since they were children So Celia had persuaded her father to keep Rosalind with her. The banished duke had escaped to the forest of Arden along with some faithful Nobles. They found the forest a better place to live in than the palace.

Now, there lived in the capital two brothers Oliver and Orlando. They were sons of the Sir Rawland Bois who was a close friend of the good duke. They differed from each other in their character Oliver the elder of the two was a wicked man and treacherous whereas Orlando was a gentle brave youth with fine manners. They used to quarrel over the sharing of their father's property. They would have come to blows but for the intervention of Adam.

an old faithful servant. Oliver was waiting for an opportunity to get rid of his brother. So he was happy when he heard that his brother was going to fight against Charles, the famous court wrestler. He secretly instructed Charles to do away with Orlando.

The wrestling competition started as scheduled. There was a good gathering. The duke accompanied by Celia and Rosalind watching on the dais. Charles was a powerful wrestler. So he easily overcame three famous wrestlers one by one. He had broken their ribs in the bouts. So no one dared to fight against him. Suddenly Orlando appeared in the arena and challenged Charles to fight with him. He looked quite young whereas Charles was a burly fellow. The duke pitied the young man and tried to prevent this unequal fight. So he asked Celia and Rosalind to advise the young man to back out from the competition. The young ladies tried to dissuade Orlando from fighting with Charles. But their entreaties fell on deaf ears. The bout started. Rosalind who had already fallen in love with the young man could only pray for his victory. The fight was severe contrary to the expectations of all. It was Orlando who won the match. Charles had to be carried away from the arena in an unconscious state.

The duke wanted to reward the young man. But, on hearing that he was the son of his enemy, Sir Rowland, he left that place. Celia and Rosalind met the disappointed Orlando, and congratulated him on his success. Rosalind presented him with a gold chain. Orlando fell in love with her.

The duke was enraged by Rosalind's behaviour, and ordered her to quit the palace. Celia pleaded with her father in vain. The duke said, "you are a fool. As long as Rosalind is here, no one will praise you for your beauty. Then Rosalind and Celia planned to get out of the palace. Celia changed her dress and appearance to look like a young girl. Rosalind dressed herself as a boy. Together they escaped to the forest of Arden along with Touchstone.



the court jester. They bought a shepherds hut on the skirts of the forest and were living there.

### **Exercises:**

- I. Write in a page the circumstances that led to Rosalind and Orlando falling in love with each other.
- II. Write in a paragraph how Orlando won the love and administration of Rosalind or on the wrestling match.

### **III. Answer the following questions:**

1. How did Rosalind come to live in the places with Celia?
2. Where was her father living?
3. Who was Adam?
4. What was the result of the wrestling match between Charles and Orlando?
5. Why did not the duke reward Orlando?
6. How did Rosalind show her admiration for Orlando?

### **IV. Join the pairs of sentence using the word given with in brackets.**

1. He worked hard otherwise he would have failed in the examination.  
(but for)
2. Kuppam was released from prison. From that day onwards he has been leading an honest life.  
(ever Since)
3. We can continue journey only when the day breaks. We should stay here upto that time.  
(till)
4. Ravi remained in the house. All his brothers had gone to see a picture.  
(whereas)
9. They had reached the top of the hill. Then they took rest.

(Having)

## PART I

## Vocabulary

insolent (adj)	-	proud and haughty, arrogant rude, அகாலவிகா insolence (n) அகாலம்
recognise (v,t)	-	இனம் தெரிந்து கொள்ளுதல் to identify rec- ognition (n) recognizing acknowledgment.
indulge (v)	-	to allow one's own way to give oneself to the habit or practice. அங்காமை மட்டுதல் Indulgence (n)
courtship (a)	-	Courting, working with a view to marrying அரங்கம் கொடுத்தல் court (v,t) making love to
Peril (n)	-	danger; perilous (adj) dangerous, imperil (v,t) to bring into peril or danger அபத்தத்துக்கு உட்பாடுக்குமாறு.
forgiveness (n)	-	Pardon மன்னிப்பு; forgive (v,t) மன்னித்தல்
mishap (n)	-	accident விபத்து
Peasant (n,adj)	-	rustic, a rural labourer கிராமப்புற அங்குயாளி
reject (v,t)	-	to throw away, to put aside, விவரித்துத் ஒதுக்குதல்
romantic (adj)	-	imaginative, remote from experience, pas- sionate அபாலமயமான அல்ல திருத்தலிணை கொள்ளுதல், romance (n)

## Teaching Item

1. Present Perfect Continuous Tense used Informing predicates.

**Note :** This tense is used for an action which began at some time in the past and is still.

continuing ஏதோ கடந்த காலத்தில் தொடங்கி தற்போதும் தொடரும் செய்கை.

e.g. (i) He fell into sleep at 12 Noon. He is still sleeping. He has been sleeping for the past five hours.

They have been building the bridge for several months. Yet they have not completed it.

கடந்த பல மாதங்களாக பாலத்தைக் கட்டிக் கொண்டிருக்கின்றனர். இன்னும் முடித்திடவில்லை.

### I) Past Perfect Continuous Tense:

**Note :** This tense is used for an action that began before a certain point in the past and continued upto that time.

e.g. When Mr. Ram came to the school in 1960, Mr. David had already been working there for five years.

### III) Future Perfect Continuous Tense :

e.g. By next July we shall have been living here for four years.

வரும் ஜூலையில் நங்கள் இங்கே ஐந்து ஆண்டுகளாக வாழ்ந்து கொண்டிருப்போம்.

**Note :** பெற்கண்ட உதாரணங்களில் Perfect Continuous Tenseகள் எந்தக் கால அளவைகளில் வேறு tense களுடன் பயன்படுத்தப்பட்டுள்ளன என்பது விளக்கப்பட்டுள்ளது. நிகழ்ச்சிகளின் தொடர்ச்சிகளைக் கணக்கில் கொண்டு இந்த Tense உள்ள Predicate களை உருவாக்க வேண்டும்.

iv) Noun clause coming as objectives of a verb or infinitive

i) e.g. He thought that it was snake.

**Note :** That it was a snake comes as answer to what did he think?" - So the Noun clause serves as an objective.

Somemore examples: He did not know how the boy escaped I ion't know where Raju is now.

- ii) He came to know that the school had been closed because of rain.

**Note :** To know is an infinitive. To Know what? that the school had been closed.

Here the noun clause comes as an object of the infinitive.

## PART II

### AS YOU LIKE IT- PART II

Now, Oliver who had grown Jealous of Oriando plotted to bum him alive in his room. Having come to know of this through the faithful servant Adam, Oriando made good his escape to the forest of Arden. The faithful old servant of court accompanied him.

In the forest the old duke and his man were enjoying a care free life Jacques was one among them. He used to keep them in good spirits by speaking some words of wisdom. One day when they were sitting at their meats a young man appeared before them with his sword drawn. He shouted, 'Stop Don't touch the food until aneedy man Is fed'. The duke was surprised at his insolent behaviour. He said politely, "My dear young man, we have being living here for the past so many years: but we have never seen such a rude man, as you Whom do you what to feed? The young man who was none other than Orlando told the duke how his faithful servant. Adam and himself were suffering from hunger and thirst. The good duke fed them both till they felt quite refreshed. He was very happy to hear that Orlando was the son of his Mend Sri Rowland. So Orlando and Adam remained with duke Orlando had a happy time. But he was always thinking of his lady love Rosalind. He would write verses expressing his love for her and hang them on tress or cut Rosalind's name on the trunks of the trees.

Rosalind and Cella chanced to see these writing. One day they met Orlando bychance. Orlando should not recognise them. He took Rosalind

for a boy soon they became friends. One day Rosalind told Orlando "Why have you been spoiling the trees by writing the names of your lady love? you are love-sick. I shall cure you of your sickness. Think that I am Rosalind and make love to me. So they began to indulge in a strange type of courtship. They were both enjoying the game or love making.

One day when Orlando was returning from Rosalind's cottage he was surprised to see his brother Oliver sleeping under a tree. Oliver who had got into trouble with the duke had escaped to the forest. Orlando was shocked to see his brother in great peril. A snake had wound itself on Oliver's neck and a lion in the near by bush was waiting to pounce upon him. At first Orlando thought of leaving his brother to his fate. But he changed his mind the next-moment drove to risking his own life to save him.

He frightened away the snake and began to fight with the lion that pounced upon him. He killed the lion; but was injured badly. Oliver awoke to find how his brother was risking his own life to save him. He was too much over come by what he saw that he truly repented for all his past actions and begged his brother, forgiveness on the spot. So the pair became good friends. Orlando was taken to the duke who dressed his wounds. But he fainted. On hearing about this mishap Rosalind ran to him only to fall in a faint herself at the sight of so much blood.

Explanations followed quickly with the result that the duke came to know that the shepherd boy was only his daughter Rosalind.

Soon after these events, Rosalind and Orlando as well as Celia and the repentant Oliver, were happily married. To crown the happiness of all Delia's father himself appeared upon the scene to declare his own repentance and to restore the dukedom to his brother. Thus ends the love story of Orlando and Rosalind.



Beside their love affair we have more love-makings in the play. Touchstone the clown falls in love with a country girl. Andrews and his style of love-making adds to the fun of the story.

Then we have the love affair of a foolish young man Silvius with a proud peasant girl Phebe. This Phebe rejects his love and courts Rosalind, mistaking her for a shepherdess. What a funny thing? - a woman loving another woman.

So, this play "As you Like it" may be called a comedy of errors and is romantic indeed.

### **Exercises**

- I. Write in a page the events that took place in the forest of Arden
- II. Write in a page the love story of Rosalind and Orlando.
- III. Write paragraphs each on (i) The Counting off Rosalind by Orlando  
(ii) How Oliver and Orlando were united?

### **IV Answer the following questions :**

1. Why did Rosalind and Celia escape to the forest of Arden?
2. How did Orlando express his love to Rosalind?
3. What was the cure suggested to Orlando by Rosalind?
4. How did Oliver happen to come to the forest?
5. How did Orlando save his brother's life?
6. Who was Phebe? What did she do?

### **V. Change the following into the Indirect speech.**

1. The duke said, "We have been living here for years".
2. The duke asked Orlando - "Whom do you want to feed?"
3. He shouted, "Stop! Don't touch the food until a needy man is fed?"
4. Rosalind said to Orlando, "Why spoiling the trees?"
5. Rosalind said to Orlando, "I shall cure you of your sickness?"

## VI. Write in the Direct Form of Speech :

1. Adam told Orlando that his brother was going to turn him alive and asked him to escape to the forest.
2. The duke asked Rosalind to advise the young man to withdraw from the match.

## VII. Fill in the blanks using the verbs given in appropriate tense:

1. I \_\_\_\_\_ just now \_\_\_\_\_ (take) a cup of coffee. So I don't need more.
2. Raju \_\_\_\_\_ (work) here for the past five years. He will be moving to another factory next month. I \_\_\_\_\_ (lose) good friend.
3. David \_\_\_\_\_ (play) tennis regularly for a number of years. So he was strong.
4. I \_\_\_\_\_ (meet) you at the station tomorrow if I \_\_\_\_\_ (find) time.

## LESSON - 16

**I. Write in a page:**

1. The circumstances that led to Rosalind and Orlando in love with each other
2. The love story of Orlando and Oliver.

**II. Write paragraphs on :**

1. Sanchayika.
2. The meeting of Orlando and Rosalind in the forest .

**III. Answer the following question :**

1. How did Rosalind come to live in the palace of the duke?
2. Why did the duke not reward Orlando?
3. What was the result of the wrestling match between Charles and Orlando?
4. How did Orlando express his love for Rosalind?
5. What was the cure suggested to Orlando by Rosalind?
6. Who was Phebe? What did she do?

**IV Join these pairs of sentences in using the word given in brackets:**

1. They play well. But they lost the match (Though)
2. Let the rain stop. We shall wait here till then (till)
3. He went on beating the boy. The boy died. (until)
4. He is leading a luxurious life. But his brother is in poor circumstances. (whereas)
5. Raju was once poor In those day he used to help others, (as long as)

**V. Fill up the blanks using the given verbs into appropriate tense and voice:**

- 1) Raju ——— (work) in this mill from 1970. He ——— (put in) a Service of 13 years so far. He ——— (not treat) by the management property. So ———, (leave) their service shortly.
- 2) King Dasartha ——— (come) to the forest to hunt animals. He — (take) rest in when he heard a gurgling sound. He ——— (think) it ——— (make) by an elephant. He ——— (know) the art of sending an arrow on a sound track. He ——— (shoot) an arrow. He — (be) shocked to hear a human voice in agony. He ——— (rush) to the spot. He ——— (see) a small boy who ——— (hit) by an arrow. If Dasartha ——— not ——— act in haste, the boy — not ——— (kill).

*Pre-Foundation Course*  
(1985—'86)

*English—Poem I*  
*Lesson—16*

### WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the, world has not been broken up into fragments by narrow  
domestic walls;

Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection

Where the clear stream, of reason has not lost its way into the dreary desert  
sand of dead habit

Where the mind is led forward by three into ever-widening thought  
—and action

Into that heaven of freedom, my father, let my country awake.

—Rabindranath Tagore.

Introduction: The above lines are taken from Tagore's 'Gitanjali'

*Gist :*

He describes herein the kind of freedom India should get.

People should be fearless. They should be proud of their country. Knowledge should be freely available to everyone. The world should not be divided by the petty differences of religion, caste or language. There should be a feeling of world brotherhood. People should speak the truth. People should tirelessly work to do things perfectly. They should give up useless old beliefs and customs and be rational in outlook. Our thoughts and actions should go on expanding. Tagore prays to God that our people should wake up in such a heaven of freedom.



*Notes :*

- i) head is held high. The head is held proudly, ie, without being afraid of anyone. Only honest people can hold their heads high.
- ii) Fragments Pieces; here the different countries, of the world.
- iii) narrow domestic walls - Political racial religious difference are the walls mentioned here. Even as the walls in a house divide it into a number of rooms. These differences divide the World. That should not be the case.
- iv) tireless striving-continued hard work.
- v) Where the dear——habit-Study the Comparison here -Reason is compared to dear stream. Dead habit ie, worn out beliefs and customs, is compared to the dry desert sand. The spring will disappear in the desert sand. Like-wise the power of reasoning will get lost in blind beliefs. Tagore says that should not happen. People should not blindly follow the old customs and beliefs. They should use their reasoning power.
- vi) My father-refers to God

*Exercises*

1. When will the held be held high?
2. What are called "fragments"?
3. What are called domestic walls?
4. To what is the power of reasoning compared?
5. What is called dead habit?
6. How should be our thoughts and actions?

*Notes :*

- i) head is held high. The head is held proudly, ie, without being afraid of anyone. Only honest people can hold their heads high.
- ii) Fragments Pieces; here the different countries, of the world.
- iii) narrow domestic walls - Political racial religious difference are the walls mentioned here. Even as the walls in a house divide it into a number of rooms. These differences divide the World. That should not be the case.
- iv) tireless striving-continued hard work.
- v) Where the dear——habit-Study the Comparison here -Reason is compared to dear stream. Dead habit ie, worn out beliefs and customs, is compared to the dry desert sand. The spring will disappear in the desert sand. Like-wise the power of reasoning will get lost in blind beliefs. Tagore says that should not happen. People should not blindly follow the old customs and beliefs. They should use their reasoning power.
- vi) My father-refers to God

*Exercises*

1. When will the head be held high?
2. What are called "fragments"?
3. What are called domestic walls?
4. To what is the power of reasoning compared?
5. What is called dead habit?
6. How should be our thoughts and actions?

**Notes:** I've watched you — I have been noticing you self poised  
balancing one self; balanced.

motionless-still, without making any movement.

frozen seas-the frozen sea is quite; it has been turned into ice So there will  
be waves. The butterfly is sitting stilt like the frozen seas.

hath found you-has found you

orchard-garden full of fruit-trees. The poet says that the trees belong to him  
and the flowers are his sister

Here rest weary-when you are tired take rest here

sanctuary-holy place protected place.

The poet invites the butterfly to come to their orchard often and  
take rest. It can feel secure and safe there. No one will harm it summer  
days-(here) happy days.

### **Explanation:**

In a man's life the childhood days are the happiness. They seem to  
be very short as twenty are now. The poet and the butterfly would talk of  
those early days when they were free from care and were happy.

### **Questions:**

- 1) Why does the poet wonder whether the butterfly is feeding or sleeping?
- 2) Why is it said that the butterfly is as motionless as the frozen seas? Bring out the comparison.
- 3) Why does the poet assure the butterfly?
- 4) Of what would he talk?

## LESSON-18

### THE BLIND BOY

- I. O, say what is that thing call'd light  
Which I must ne'er enjoy  
What are the blessing of the sight  
O tell your blind boy!
- II. You talk of wondrous things you see,  
You say the sun shines bright;  
I fell him warm, but how can he  
On make it day or nights?
- III. My day or night myself I make  
When'er I sleep or play;  
And could I ever keep awake  
With me't were always day.
- IV. With heavy sighs I often hear  
You monn my hopeless woe;  
But sure with patience i can bear  
A loss S ne'er can know
- V. Then let not what I cannot have  
My cheer of mind destroy:  
Whilst thus I sing i am a king.  
Although a poor blind boy

— Clbbel

#### *Introduction :*

The poet imagines the feelings of a boy, who was born blind; To him day and night are the same.

Yet he is not dis-spirited or discontented. He feels as If he is a king  
He sings away his sorrow.

#### *Appreciation:*

The poet dearly brings out the feelings of the blind boy. When we read this poem we are made to pity the blind boy.

**Notes:**

i) The blessing of the sight - The happiness which he gets by seeing things of beauty

ii) You say the sunshines bright :

The blind boy hears people saying that the sun is bright. How can he see the sun? He can only feel the warmth of the sun. So he wonders how the sun makes day and night

iii) The poet has skillfully brought out the miserable feelings of the blind boy in this single line. He enlists our sympathy, for the boy.

iv) hopeless woe-unfortunate distress

v) You mourn.....know.

The boy hears us expressing: our sorrow over his unfortunate misery. He says he can bear his distress or misery with patience because he is not aware of the joys that are denied to him. The above line shows reveals the boy's bold spirit.

vi) The let.....blind boy.

He consoles himself by saying that the thought of the pleasures of life need not destroy his peace of mind. He feels he is a king when he sings. He is not prepared to brood over the pleasures that he cannot see he feels quite happy though he is blind.

**Answer the following questions :**

1. What cannot the boy enjoy? Why?
2. How does the blind boy make his own day or night?
3. Why can he never know the loss sustained by him?
4. What will destroy his peace of mind?
5. How does the blind boy feel?



## LESSON-19

## ONLY A SOLDIER

- I. Uuar med and Unattended walks the Czar.  
Through Moscow's busy street one day.  
The crowd uncover as his face they see.  
Good greet the Czar" they say.
- II. Along his path there moved a funeral,  
Grave spectacle of poverty and woe.  
A wretched sledge dragged by one weary man  
Slowly across the snow.
- III. And on the sledge, blown by the winter wind,  
Lay a poor coffin, very rude bare.  
And he who drew it bent before his load  
With dull and sullen air.
- IV. The Emperor stopped, and beckoned to the man  
"Who is it thou bearest to the grave" he said  
"Only a soldier, sire" the short reply  
Only a soldier, dead".
- V. "Only a soldier" musing said the Czar.  
Only a Russian, who was poor and brave  
Move on I follow Such an one goes not  
Unhonoured to his grave".
- VI. He bent his head and silent raised his cap.  
The Czar of at the Russians, pacing slaw.  
Followed the coffin as again it went  
Slowly across the snow,

VII. The passers of street, all wondering,  
Looked on that sight, then followed silently,  
Peasant and prince, and artisan and clerk  
All in one company.

VII. Stil as they went, the crowd grew overmore,  
Till thousands stood around the friendless grave,  
Led by that princely heart who royal true  
Honoured the poor and brave.

-Unknown

### *Introduction :*

The dead body of a poor Russian soldier is being taken to the grave yard in a sledge by a man. No one follows the boys. The the Czar sees this. He wants to, show his respect to the dead soldier. So, taking off his he follows the the sledge. Soon people join him in thousands and the procession reaches the grave yard and pay their laste repects to the departed soul.

This incident reveals the noble character of the Czar. He loved his people so much that he wanted to pay his respects to a soldier who has served the country.

**Notes :** (I) The Czars - The Emperor of Russia, before 1917 Russia was ruled over by the Czars. Now it is a Republic Moscow-capital of Russia.

sledge vehicle with out wheels used on snow சக்கரமில்லா வண்டி, coffin-a box of putting in the dead body சாவப்பெட்டி, funeral the ceremony connected with burying or burying a dead body.

sullen—gloomy, dark

beckoned to that man-made a sign with the hand to the man to come near.

spectacies - sight.

musings	-	thinking deeply
artisan	-	a man trained to work with his hand.
eg	-	a carpenter, தச்சன் போன்ற கைவினைஞர்கள் princely heart refers குறிப்பிடுகிறது to the Czar.

### *Appreciation :*

This phrase brings out a noble quality of the Czar. The heart is not a prince, but the Czar is a prince. Here the adjective 'princely' is transferred from the Czar to his heart. This figure of speech is called 'transferred epi-thet' — such figures of speech add to the charm of poem.

### *Answer these questions:*

1. What moved along the Czar's path?
2. What made the Czar honour the soldier?
3. How did he honour the poor soldier?
4. What effect had the Czar's action on the passers of the street?
5. What quality of the Czar is brought out in this poem? Explain with reference to the context : (A model)

"Such a one goes not unhonoured to his grave" - This line is taken from the poem Only a Soldier. The Czar saw the dead body of a soldier being taken in a sledge to the grave. No one followed it. The Czar learnt that the soldier had served his country well. He wanted to honour him. So he said the man who was drawing the sledge that such a patriot should go to his grave honoured by all.

## LESSON - 20

## THE ART AND THE CRICKET

- I. A silly young cricket accustomed to sing  
Through the warm sunny months of gay summer and spring  
Began to complain, when he found that at home.  
His cupboard was empty and winter was come  
Not a crumb to be found  
On the snow covered ground  
Not a flower could he see,  
Not a leaf on a tree:  
"Oh, What will become" says the cricket, "of me?"
- II. At last by starvation and famine made bold,  
All dripping with wet and all trembling with cold.  
Away he set off a miserly ant.  
To see if, to keep him alive, he would grant  
Him shelter from rain  
A mouthful of grain  
He wished only to borrow  
He'd repay It tomorrow  
If not, he must die of starvation and sorrow.
- III. Says the ant to the cricket 'I am your servant and friend  
But we ants never borrow, we ants never lend  
But tell me clear sir, did you lay nothing by  
When the weather was warm? "Said the cricket Not I"  
My heart was so light,  
That sang day and night  
For all nature looked gay',  
Yo sang, sir you say?  
"Go then" said the ant "and dance the winter away",

V. Thus ending, he hastily iitted the wicket  
 And out of door turned the poor little cricket,  
 Though this is a fable the moral is good,  
 If you live without work you must live without food.

- Anonymous.

### *Introduction :*

This poem contains a lesson for us all. One who wastes his time in idle pleasures, and doesn't put by anything for the future will suffer in the end.

A foolish young cricket had all along been singing and playing during summer. It did not store up any grain for the winter. So when the winter came it had to starve. It went to an ant and begged for some grain. The ant by nature would store up grain it told the cricket that it would not lend any grains, for an idle personing advised the cricket. "Neither thou be lender nor a borrower" and closed its doors.

Note silly — foolish accustomed to sing — usually singing.

sunny - bright with sunlight

His cupboard was empty - He had no stock of provisions or food  
 crumb - a small piece of bread,

starvation - suffering due to want of food, going without food பட்டினி

famine acute scarcity of food - உணவு பஞ்சம்

repay - put back

lay by put by save something for the future.....

wicket A small door or gate.

fable - a story that is not true.

gay - merry light hearted

**Note :** In poems a letter may be omitted to keep up the metre. That should be supplied by us to get the meaning.

eg - He'd repay - He would repay.



### ***Appreciation :***

A poem is intended to be sung. To give it a musical effect certain sounds are repeated at the end of the lines in a stanza. These are called rhyming words. For eg, in Stanza I: The rhyming words, are-spring home-come, found-ground, see-tree.

### ***Questions :***

- 1) What was cricket accustomed to?
- 2) Why was the its cupboard empty when winter came?
- 3) What did the cricker ask the ant?
- 4) why did the ant refuse to lend food to the cricket?
- 5) What do you about ants?
- 6) What did the ant tell the cricket in the end?
- 7) The poet says that the ant is a 'miser'? Do you agree with him? Give your reasons.
- 8) What is the moral conveyed by this poem?

## LESSON- 21

### TO BLOSSOMS

Fair pledges of a fruitful tree  
 Why do ye fall so past;  
 Your date is not so past  
 And you may stay yet here a while;  
 To blush and gently smile  
 And go at last  
 What? were you born to be  
 An hour of half's delight  
 And so to bid Good Night?  
 It was pity Nature brought ye forth  
 Merely to show your worth.  
 And lose you quiet.  
 But, you are lovely leaves, where we  
 May read how soon things have  
 Their end, though nev'er so brave  
 And after they have shown their pride  
 Like you a while' they glide  
 Into the grave.

- Robert Herrick

#### *Introduction :*

The flowers of a fruit-tree live just for a day. They look beautiful; but fall down on the earth soon. This makes Robert Herrick feel for their short existence. He laments that such a beautiful thing like the blossoms should shine with their beauty only for a short time and tell to the earth. He pities the lot of the blossoms? and expresses his feelings quite nicely in the poem.

#### *Appreciation :*

Note the rhyming words In this. poem 'fast-past, while smile, delight-night forth worth.

**I. Answer the following questions:**

- 1) Should one follow the custom? What is Tagore's opinion?
- 2) What will Wordsworth and the butterfly talk about?
- 3) How does the blind boy feel?
- 4) How does the blind console himself?
- 5) What noble quality of the Czar is brought in the "Only a Soldier"?
- 6) What is the moral contained in the poem, "The Ant and the Cricket?"
- 7) What was the cricket doing during summer?
- 8) How does the poet feel on seeing the blossoms falling down?

**II. Some lines are taken from the poems prescribed.**

**Answer the questions based on these lines :**

- 1) "How motionless nor frozen seas  
More motionless ————" (To Butterfly)

(iii)

- a. Who is sitting motionless?
  - b. Why are the frozen seas motionless?
2. "Hers lodge as in a sanctuary" (To a Butterfly)
  - a. To whom are these words addressed?
  - b. What is a sanctuary?
3. Indeed I know not if you sleep or feed? (To a Butterfly)
  - a. To whom does "you" refer?
  - b. what does the poet doubt?
4. Where the world has not been broken up into?  
fragments by narrow domestic walls.
 

(Where the mind is without fear)

  - a. What are called fragments?
  - b. what are the domestic walls?
5. Fair pledges of a fruitful tree [ 10 Blossoms)
  - a. What are called "fair pledges"?
  - b. Why are they called so?
6. 'But you are leaves, (To Blossoms)
  - a. What are called lovely leaves?
  - b. Why is the meaning of word "leaves"?
7. "Oh, what become" says that cricket "of me"? (The ant and the cricket)
  - a. Why does the cricket speak like this?
  - b. For what did it go to the ant?
8. 'You sang' you say" - (The Ant and the cricket)
  - a. What is the speaker?
  - b. Who had been singing during summer?

9. He bent his head and silently raised his cap (Only a soldier)
- Who bent his head?
  - What did he do?
10. The passers of the street all wondering  
Looked on that sight then followed silently (Only a soldier)
- What did the people see?
  - What did they do?
11. My day or night myself I make  
When ever I sleep or play
- Whose words are these?
  - Why can't he see day or night?
  - When does day come to him?
  - When does night come to him?
  - How can he make his day or night?
12. 'Whilst thus I sing, I am a king'
- When does he feel that he is a king?
  - What mood of the boy is reflected in this line?
13. With heavy sighs I often near  
You mourn my hapless woe  
But sure with pain I can bear.  
A loss I ne'er can know.
- To whom does I refer?
  - What is his hapless woe?
  - Why cannot the speaker know his loss?
  - How does the boy bear his loss?
  - What do you know about the boy?



**Note :** Ye old from for you

I was-it was

Pledges-promises.

fair pledges-the blossoms or flowers are called so because they will bear fruits.

Your date-your life.

to blush-to become red in the face

the flowers seem to blush and smile

go at last die or go away from this world.

delight-joy Merely only; worth value glide-move gently

lovely leave-here "leaves" means the pages of a book.

The flower are referred to as 'lovely leaves'

ne'er so brave-never so bright coloured.

"And after they——grave"

### **Explanation :**

Like the blossoms beautiful things: on the earth live only for a very short period. They show that the beauty are worth just for a short time and then gently they go away from jaw earth. They lip away into the earth quite unnoticed.

### **Answer the following questions:**

1. Do the flowers remain in the tree forever?
2. Which line tells us that the poet feels that the flowers do not last forever?
3. To blush and smile"——What is the poet comparing the flowers to?
4. Explain in a sentence or two the poet's comparison of the flowers to the pages of a book.
5. What does the word 'brave' mean here?
6. Why are the blossoms called fair pledges?
7. What lesson do we learn from the short life of a flower?

## LESSON - 22

### LETTER - WRITING

We have to write letters frequently in our day-to-day life to our friends, relatives and on business and official matters as well. So we should be trained well in the art of writing letters. In this lesson we give some useful hints to develop this art, as well as some model letters. Letters may be classified thus:

1. Social letters, written to friends and relatives.
2. Business letters including letters of application, official letters and letters to newspapers.

In all kinds of letters there are six points of form to be attended to namely:

1. The Heading consisting of the date.
2. The Courteous Greeting or Salutation.
3. The Body of the letter.
4. The Subscription or Courteous Leave-taking.
5. The Signature.
6. The Superscription on the envelope.

Let us see how the above points are to be incorporated in a letter.

1. The heading or writer's address and date should be put at the top right-hand corner of the letter.

2. Salutations : The letter starts with this.

To members of your family : Dear father, Dear uncle Dear mother etc.

To friends My dear friend. Dear Gopal etc. To business people or people not known to you personally : Dear sir.

*Note* : When the letter is addressed to a firm or company "Dear Sirs". Is used.

3. The Body of the Letter : In writing letters to friends and relatives

we should convey our ideas as if we are talking to them directly. There should be a personal touch. You should not start writing abruptly. In writing business letters, applications, complaints we should write to the point.

4. The Subscriptions : Yours sincerely yours. Yours lovingly, When we write to friends; Yours lovingly, Yours affectionately; when writing to relatives: Yours faithfully, Yours truly-for all other types.

5. The Supers cription on the envelop : This may be spaced and punctuated like this.

Mr.A.R.Mohan,B.A.,  
14,Park Street,  
Calcutta-1.

### *Social letters: Some Models*

1. Write a tetter to your father requesting permission to join a school excursion party :

7, South Veli Street,  
Madurai -1  
10-5-93

My dear father,

Received your kind letter I am Quite well. I am well up In my studies.

Our teachers propose to take us on an excursion to Madras shortly. You know, by Joining these excursion parties one can see a number of places of importance and improve 'one's general knowledge. The excursions have an educative value. Further, we learn how to move with others. We can spend our time joyfully, and usefully.

Hence I request you to kindly permit me to Join this excursion party. Please send me Say. 100-towards the expenses.

Hope you are all well

Yours affectionately

K. Rajah,

Address on the envelope:

To

Sir R. Kumarasamy, B.A.,

7, Sundar Street,

Sivaganga.

2. To a friend describing your School Annual Sports:

7, South Veil Street,

Madurai-1,

15th May 1993.

My dear Thomas,

Received your kind letter. I am glad to hear that you are well up in your studies. Last Sunday we celebrated our school Sports Day.

The Sports Meet Commenced with a March-Past of the athletes. The District Collector, our Chief Guest took the salute, and declared the Meet open. Then Athletic events followed one after another. They were all interesting to watch. I took part In the 100 meter dash, long Jump and shotput, throw events, and secured the first place in three events. Out of all the events the item most enjoyed by all was of course "Breaking the pot". The small boys who were blind-folded went round and round the pot hung above their heads. But instead of breaking the pot with their sticks they began to beat one another. What a funny thing. We almost burst with laughter.

After the events were over the chief guest spoke on the importance of sports and games. His wife distributed the prizes to the winners in the events. Our school Secretary proposed a vote of thanks, with the singing of the National Anthem the function came to a close.

Please write about your School Day. Hope this finds you in good cheer.

Your Sincerely  
D. Rajan

Address on the envelope:

To

Mr. T. Thomas,  
7, Sundar Street,  
Sivaganga.

3. Write a letter to your friend living him to spend the summer holidays with you. Tell him now you propose to spend your time.

10. Jawahar Street  
Periyakulam  
10-5-93



My dear Gopal

Received your kind letter. Now we are having the Summer Vacation. How are you spending your holidays? You will be quite red up with the Madras city life. Why can't you think of spending a few days with me here? You know our town is a nice place surrounded by Mite. We have fine cool breeze here I will be very glad to have you with me,

We have a water fall at Kumbalkkarai at the-foot of the Palani Hills. It is a beauty-spot. We can go there oneday. Then we can spend a few days at Kodaikanal. My uncle is a Deputy The slidar there. We can stay with him and see important places in and around Kodaikanal.

Please do come. We can Wave a jolly time together.

Hope you are well,

Your's Sincerely

D.Rajan

To

Mr.R.Gopal

8, V.O.C. Street,

T. Nagar, Madras-10.

## LESSON - 23

Business letters. Applications, complaints etc.

### 1. Letters on School Masters: Some examples

1. Write a letter to your class teacher asking for leave Tell him.  
Why you require leave:

A. Ramasamy,  
7, Sundar Street,  
Thirunagar,  
Madurai. 10-6-93.

To  
The Class Teacher,  
X Std A  
Gandhi Memorial School,  
Thirunagar,  
Madurai.

Respected Sir,

I have to attend a friend's marriage at Palani tomorrow. Hence, I humbly request you to grant me leave for two days, the 11th and 12th.

Thanking you,

Your's obediently  
A. Ramasamy.

2. You are applying for a job. Write a letter to your headmaster requesting him to issue a testimonial to you.

A. Ramasamy  
7, Sundar Street,  
Thirunagar,  
Madurai. 10-6-93

To  
The Headmaster.  
Gandhi Memorial School,  
Thirunagar,  
Madurai.

Respected Sir,

I am an old student of your institution. I am applying for a job in Madura Coats. A testimonial from you will be very helpful to me I request you to kindly issue me a testimonial.

Thanking You

Your's obediently,

XXX

3. You are Secretary of the School Excursion Committee, you are taking your boys on an excursion to Tuticorin. Write a letter to the Administrative Officer, Tuticorin Port requesting permission to visit the port.

A. Thomas, B.A.B.T.  
Gandhi Memorial School,  
Thirunagar,  
Madurai. 10-6-93.

To  
The Administrative Officer,  
Tuticorin port,  
Tuticorin.

Sir,

I am taking a party of forty pupils and two teachers to your place on an educational tour. Our boys are very eager to see the port and the installations there. Hence I request your kind permission to visit the port on Saturday the 23rd of this month at 3 p.m.

Thanking You

your's faithfully,

XXX

(Secretary Excursion Committee)

4. A gentlemen has just returned from the United States. Writes letter to him requesting him to deliver a speech at your School Literary Association Meeting.

V. Rajagopal,  
Gandhi Memorial School,  
Thirunagar,  
Madurai, 10-6-93.

To

Thiru S.K. Thomas, M.A.,  
7, West Veli Street,  
Madurai-1

Sir,

I understand that you have just returned from the United States of America. Our pupils are very eager to hear about your experiences there. We are having a meeting of our Literary Association on Sunday, 24-6-23 at 4 p.m. The District Collector has kindly consented to preside over it. I request you deliver a speech at the meeting.

Hoping you will accept our request and-thanking you.

Your's faithfully

XXX

(Secretary Student's Literary Association)

## II. Letters to firms companies etc.

1. Write a letter to a firm placing orders for some sports articles

P.Mookiah B.A. B.PED.,  
S.M. Higher Secondary School,  
Aruppukottai.  
20-6-93.

To

Messrs., Sharma & Co,  
7, Mount Road,  
Madras-1

Dear Sirs,

Kindly supply the following sport by TVS Lorry Service to our above address.

- |                          |      |           |
|--------------------------|------|-----------|
| 1. Football covers       | No 4 | 6 numbers |
| 2. "                     |      | 6 numbers |
| 3. Bladder for the above |      | 12 "      |
| 4. Hockey Sticks-Juniors |      |           |

Victory 1 doz,

Thanking you,

Your's faithfully,

xxx

(Secretary Games Committee)

2. You have received some defective articles. Write a letter to the suppliers requesting them to replace the same with good ones:

Dear Sirs,

We are in receipt of your consignment against your Way Bill No 428 dt 10-5-93. I am sorry to inform you that four hockey sticks-victory Brand are found to be defective. I am sending them back by parcel today.

Kindly replace them with good ones.

Thanking you.

Your's faithfully,

xxx

(Secretary)



111. 'Wanted salesmen to sell our scaps Previous experience in selling line essential. Apply to Box No. 4260 C/o. The Hindu Madras.'  
Send an application In response to this advertisement

A. Ramasamy, B.A.,  
7, Sunder Street,

Thinunagar,  
Madurai, 10-6-93

To

Box No. 4260  
C/o The Hindu,  
Madras -1

Sir,

In response to your advertisement in the Hindu dated 5-6-93. I am submitting my application for the post of a salesman for your kind consideration.

As for my qualification I am a graduate of Madurai Kamaraj University with Economics as the main subject. I have worked as a salesman in a local shop for about a year. I am aged 24 I have strong physique and good stamina. So i can do quite a lot of travelling that is expected of a salesman. I have the gift of the gab as well So I can succeed well in canvassing people and selling your product.

I request you, sir, to appoint me as a salesman in your firm, I assure you of my sincere, devoted and efficient service In case I am selected for this post.

Your's faithfully,

xxx

## IV. Complements

1. You have sent a registered parcel to your friend. He has to receive it. Write a letter to the Post-master complaining about, the non-receipt of the parcel sent by you.

A. Sundar B.A.,  
7, Sundar Street,  
Thirunagar,  
10-6-93.

To

The Postmaster,  
Thirunagar. P.O.

Sm,

I wish to bring to your kind notice that a Registered parcel sent by me on 20th May through your office has not so far been received by my friend at Madras I wonder why there is so much delay.

I request you to kindly take necessary steps to have the parcel delivered to my friend without further delay. For your kind reference: Your Receipt No 242 dt 20-5-95.

Your's faithfully  
xxx

2. Write a letter to the inspector of police reporting a theft:

A. Sundar,  
Thirunagar,  
10-6-93.

To

The Inspector of Police,  
B-5 Station,  
Thirunagar.

Sir,

I wish to bring to your kind notice the theft of my bicycle.

Yesterday I had been to the Rama Lodge at about 4. p.m. to take my tiffin. I left my bicycle outside. I had locked it as well. When I came out of the hotel. I was shocked to find it missing. I enquired the people there; but I couldn't get any clue to this theft.

The cycle is of Hercules make-green painted; new one; bears the initials A.S. on the front mud-guard.

I request you to kindly take necessary steps to restore the stolen bicycle to me at an early date.

Thanking you

Your's faithfully

XXX

#### *V. Letters on matters of Public importance*

1. Write a letter to the Executive Officer of your Town Panchayat complaining about the insanitary condition of your street;

A. Sundar,

7, Sundar street,

Thirunagar,

10-6-93

To

The Executive Officer,  
Town Panchayat,  
Thirunagar.

Sir,

I wish to bring to your kind notice the insanitary conditions of our street.

The scavengers do not clean the street daily. They do the work only once in a week. There are dust-bins; Hence people throw all the rubbish on the streets. We have an open drainage, but the drains are not cleared of the mud and slush regularly. So, water stagnates, The whole air is polluted with bad smell. These insanitary conditions affect the health of the people. Hence I request you to do the needful to improve the sanitation of our street.

Your's faithfully,  
XXX

2. Write a letter to the Editor of a newspaper on 'Loud-Speaker NUISANCE'.

7, Sundar street,  
Thirunagar,  
Madurai - 6.  
10-10-93.

To  
The Editor,  
The Indian Express,  
Madurai.  
Sir,

I wish to bring to the notice of the public through the columns of your newspaper the nuisance caused by loud-speakers.

This nuisance is on the increase of late Any where you go, the air is surcharged with sounds coming from loud-speakers. From early morning to late in the night all sorts of film songs are broadcast through the loud speakers. They are jarring to our ears. The Students are not able to study their lessons. The old people are not allowed to sleep in peace. Our whole attention is diverted by these film-songs.

Hence, I request the authorities to take necessary steps to regulate the playing hours of the mike sets.

Yours faithfully,  
XXX

**Exercise:**

1. Write a letter to your friend describing your hostel life.
2. Write a Letter to your father asking for some money Tell him why you require it.
3. You have a friend in America. Write a letter to him describing the 'Pongal Festival.'
4. Your friend is suffering from typhoid. Write a letter to him enquiring about his health' and comforting him.
5. You hear that your friend is smoking heavily. Tell him about the evils of smoking Write a letter advising him to give up smoking.
6. Write a letter to the inspector of Police reporting the theft of your wrist watch.
7. Write a letter to the Editor of a Newspaper on Beggar Nuisance.
8. Write a letter to a company ordering for a good transistor set.
9. Your street is in a bad condition. There are pits and holes. During the rainy season water stagnates; Write a complaint to the Executive Officer of your town panchayat about this matter.
10. "Wanted a Clerk Cum Typist for our office previous experience desirable". The Hindu dated 15-5-93. Box 1784. Write an application for the post of clerk.



## LESSON - 24

## Developing hints into a story or an essay

**குறிப்பு :** மேற்காணும் தலைப்பின் கீழ் சில குறிப்புகள் கொடுக்கப்பட்டிருக்கும் அவற்றை பயன்படுத்தி எளிய தவறில்லாத ஆங்கிலத்தில் கட்டுரை, கதை உருவாக்க வேண்டும் 15லிருந்து 20 வரி போதும்.

**உருவாக்கும் முறை :** ஒரு குறிப்புக்கும் மற்றொரு குறிப்புக்கும் இடையே ஒரு கோடு போடப்பட்டிருக்கும். இதை Fill up the blank கேள்வி என்று கருதி கோடிட்ட இடங்களில் இஷ்டப்பட்ட வார்த்தையை போட்டு அநேக மாணவர்கள் நிரப்பி விடுவர் இது தவறு.

ஒவ்வொரு குறிப்பையும் ஒரு முழு வாக்கியமாக எழுதிக் கொள். இவ்வாறு 7,8 Key sentence கிடைக்கும். அவற்றின் கருத்தை ஒட்டி முன்னும் பின்னும் சில வாக்கியங்களை சேர்ப்பதின் மூலம் ஒரு கதை, கட்டுரை உருவாகும் முழுக்கட்டுரையையும் ஒரு தடவைக்கு இரு தடவையாகப் படித்து பார்த்து இலக்கணப் பிழைகளைத் திருத்த வேண்டும். இதை விடைத்தாளிலேயே Rough Work என்ற தலைப்பில் செய்யலாம். பிறகு ஒழுங்குப்படுத்தப்பட்ட கதையை Fair Work ஆக எழுதவும்.

**ஒரு முக்கிய குறிப்பு :** ஒவ்வொரு Key sentence லும் ஒரு எழுவாய் பயனிலை நன்கு அமைய வேண்டும். கதையாக இருந்தால் எல்லாம் past tense என்பதை நினைவில் கொள்க.

கொடுக்கப்பட்டுள்ள உதாரணங்களை நன்கு கவனிக்கவும்

**Hints :** Buy sent to guard sheep-told to cry 'wolf' if he sees a wolf near the flock - watches the sheep for several days monotonous gets tired of the work - one day shouts "wolf" for fun-all the villagers hasten to his help - find no wolf - boy laughs at them - villagers angry plays the same joke several days later-some villagers take no notice others come finding nothing they beat the boy at last wolf really comes -boys terrified and shouts "wolf" - no one comes - many sheap killed.

## Key Sentences

A boy was sent to the forest to guard the sheep. He was told to cry wolf. If he saw a wolf near the flock. He watched over the sheep for several days. He got tired of the monotonous work. One day he shouted "wolf" for fun. All the villagers hastened to his help. They found no wolf. The boy laughed at them. The villagers got angry. The boy played the same joke several days later. Some villagers took no notice of it. Others came. Finding nothing they beat the boy. At last one day a wolf really came. The boy was terrified. He cried killed "wolf". But no one came. Many sheep were killed.

## THE BOY AND THE WOLF

Once there was a boy in a Village. He was sent to the forest to guard the sheep by the farmers. He was told to cry "wolf" wolf if he saw a wolf.

Daily he went to the forest with the sheep. He watched over the sheep. This he did for several days. Soon he got tired of this monotonous work. He wanted to play a joke on the people. So one day he cried. "Wolf Wolf!" : The villagers thought that a wolf was attacking the sheep, so they hastened to the boy's help. They found no wolf. The boy laughed at them. The villagers got angry and went away. -

After a few days the boy repeated the same joke. He cried "Wolf Wolf", Some villagers took no notice of this. Others rushed to the spot. Finding no wolf they beat the boy, and went away.

At last one day a wolf really came out of a bush. The boy saw it. He was terrified. He Wanted to save himself and the sheep. So he shouted "Wolf, Wolf". But no one came to his help because he villagers thought the boy was once again playing a joke. Many sheep were killed.

*Model: 2*

Pongal celebrated in Tamil Nadu every year in "Thai-People happy on that day a time festival for them-people prepare sweet Pongal newly harvested rice cooked in milk with jaggery we get Pongal-people offer pongal to Sun share it with others-wear new dress are happy-next day Mattu pongal-cows and bulls-horns pointed pongal given to them—worshipped—have Manchu Virattu-all gay.

*Key-Sentences*

Pongal is celebrated in Tamil Nadu Every year in the month of "Thai" -people are happy on that day. It is a fine festival for them. People prepare a sweet dish called pongal Newly harvested rice is cooked in milk mixed with jaggery. We got pongal. People offer the pongal to the Sun-god. Then share it With others. They wear new clothes. They are happy. On the next day cow's and bull's horns are painted, pongal is given to given, The cows are worshipped. We have Manchu Virattu - All are gay.

**Note :** The additions and changes have been underlined. Study how a whole sentence is made.

**PONGAL***Fair copy of the Essay*

Every year we celebrate a number of festivals. Pongal is celebrated in Tamil Nadu every year in the month of Thai' in villages and, towns people are very happy. Only in Tamil Nadu Pongal is celebrated with so much enthusiasm. It is a happy festival for all of us.

On pongal day people prepare a sweet dish called Pongal. It is harvest time. So the newly harvested rice is cooked in milk along with jaggery to prepare Pongal. People thank the Sun god for giving them a good harvest. People then share this Pongal with their friends and relatives. They wear new clothes.

The next day we have "Mattu Pongal". It is a day when we honour the cows and bulls that have served us. Pongal is given to them. Cows are worshipped. The horns of cows and bulls are painted with colours. They are let loose. The boys chase them and catch them. It is fun for them. All are gay and happy.

### Exercises

Write the story contained in these hints.

- 1) King Solomon noted for his wisdom—Queen Sheba hears of his name comes to visit him—impressed by his wealth and grandeur—wants to test his power or solving puzzles—shows him two garlands of flowers one made of real flower - other made of artificial flowers: asks Solomon—"which is made of natural flowers"—courtiers puzzled—"both look real—Solomon thinks for a while—hears humming of bees outside room—idea strikes orders servants to open the door—bees hover round sit on the natural flowers Solomon says, "Here is the real one" Queen of Sheba admires his wisdom
- 2) Krishna Devaraya rules over Vijayanagar—Tenali Raman a jester in his Court—King says to courtiers -I shall give you each a horse—some money as well—Bring up your horse—At the end of year will give prize to best horse—each courtier given a horse Raman gets one—doesn't feed horse well—takes the money for his own use—Year passes King sends his keeper to pick up the best horse keeper meets Raman—Raman says my horse very strong. It is inside this room. Peep through window—keeper peeps through—famished horse pulls beard thinking it is grass keeper cries in pain Very strong horse—door opened—keeper freed—what sight horse very lean.
- 3) Androcles slave escapes to forest—sees lion roaring in the bush—approaches it—finds a thorn in its foot—pulls it gently - Lion goes away—after some days Androcles caught by King's soldiers—King

orders "Let him be killed by a lion" — Androcles left in arena—door of cage opened—lion comes out—goes round—licks Androcles feet—does not kill him—same lion he had saved—King excuses Androcles—trees him.

- 4) Battle going on between two armies—an elephant of one of the armies carries the country's flag Mahout orders elephant to stay at a spot of the battle field—goes out—doesn't return battle rages fiercely—soldiers of one side defeated—run in confusion elephant doesn't move—one of soldiers sees his country's flag flying on top of the seat on the elephants—shouts. We have not lost the battle—fleeing soldier return—once again fight against the enemies—win the battle—king looks at the flag on the back of elephant grateful to elephant mahout not there—killed in the battle — elephant — waiting for him—refused to move to the palace—Mahout's son comes—order it to move—elephant obeys— elephant is honoured.
- 5) Sound mind will be in sound body—to have a strong healthy physique one should play games—when we play games we get exercise muscles becomes strong—games cultivate discipline when playing games we follow certain rules—So learn to obey laws learn to cooperate with one another get team spirit learn to face difficulties with a smile—sportsman spirit developed every one should play games regularly.
- 6) King wants to test the honesty of his people—places a big jar at market place—Jar covered fully—only a small hole at the top—king orders everyone should pour into the jar a cup of milk—only one go into the room—others cannot see a man pouring milk into man thinks—"No one will see me why can't I pour a cup of water into the jar—he does so—other also think the same way—so many people pour water instead of milk—jar's lid removed—king finds only watery milk says "Majority of people dishonest".



## LESSON-26

## CONVERSATION OR DIALOGUES

குறிப்பு : பேச்சு வழக்கில் வழங்கப்படும் சில சொற்றொடர்களின் அர்த்தங்கள்

1. Hello!
2. How are you? How do you do? எவ்வாறு இருக்கிறாய்? நலமா?
3. Quite fine — நலமே
4. O.K. சரி
5. Of course ஆகா, பேஷாக, நிச்சயமாக என்று இடத்தைப் பொருத்து அர்த்தம் கொள்ள வேண்டும்.
6. is it அப்படியா
7. Will you please lend me your pen? தயவு செய்து உனது பேனாவைக் கொடுத்து உதவுகிறாயா? இவ்வாறு கேட்கலாம் won't you lend me your pen?
8. May I go out sir? நான் வெளியே போகலாமா ஐயா?

II. பேச்சு முடிவில் அப்படியோ இல்லையா முடியாதா, முடியுமா? என்பது போன்ற தொக்குக் கேள்விகள் (Question tag) பயன்படுத்தப்படுகின்றன.

உதாரணங்கள்:

1. Ram, Please meet me tomorrow, Will you?  
ராம் தயவுசெய்து நாளை சந்திக்கவும். சந்திப்பாயா?  
“Yea, of course”
2. It is sultry today, Isn't it?  
இன்று புழுக்கமாயுள்ளது இல்லையா?

3. He wasn't Playing, Was he?
4. You can walk this distance. Can't you?
5. You hear me, I suppose. Do you?

III. விடைகள் சாதாரண வாக்கியங்களாக (Statements) வரும்  
அதற்கேற்ப கேள்விகள் உருவாக்க பயிற்சி பெற வேண்டும்.

**உதாரணங்கள்:**

1. Raju met me yesterday at the theatre (statement)  
இவ்விடையைப் பெற கேள்வி இவ்வாறு போட வேண்டும்.  
*When did Raju meet you at the theatre?*  
*Where did Raju meet you yesterday?*  
*Whom did you meet at theatre yesterday?*
2. Raju plays foot-ball  
What does Raju play? What does Raju do?
3. You play foot-ball.  
What do you play? What do you do?
4. He is weeping because he has lost his purse.  
Why is he weeping? அவன் ஏன் அழுது கொண்டு இருக்கிறான்.
5. I have placed your book in the almirah.  
Where have you placed my book?

**கவனி:**

கேள்விகள் What, Where, When, Why, how போன்ற சொற்களுடன் துவங்குகின்றன. Do, did, does போன்ற துணை வினைகள் Statements ல் உள்ள tenseஐ பொருத்து அடுத்து வருகின்றன. விடையில் உள்ள Its person pronounருமாக மாறி அமையும். கேள்வியில் துணை வினையை அடுத்து subject ஐயும் அதை அடுத்து Main Verb ம் போட வேண்டும் உதாரணம் கீழே காட்டப்பட்டுள்ளது.

Do you play? Where did he go?

IV. சில கேள்விகளுக்கு அதாவது துணை வினையுடன் மட்டும் துவங்கும் கேள்விகளுக்கு Yes or No உடன் பதில் துவங்கும்

(உ-ம்) Did he meet you yesterday? உன்னைச் சந்தித்தானா?

Yes, of course ஆம்

No, he didn't meet me. இல்லை. அவன் என்னைச் சந்திக்கவில்லை.

Can you play foot-ball?

No, I can't :

In the given conversation some questions and answers have been omitted. Write down the number and write the question or answer left but.

**Model :1**

Raju : Hello, David (1) ————?

David : I am going to the market (2) ————vegetables for your house?

Raju : No, I haven't

David : Then we shall go together. (3) ————?

Raju : Sorry, (4) ————

David : I shall give you some money

**Answer:**

1. Where are you going?

2. Have you bought vegetables for your house?

3. Shall we?

4. Sorry, I haven't brought any money?

**Notes :** Davidன் விடைக்கு ஏற்ப கேள்வி (1) அமைக்கப்பட வேண்டும். அதேபோல் (No. I haven'tக்கு ஏற்ப விடைக்கேற்ப கேள்வி (?) அமைக்கப்பட வேண்டும். Shall we தொக்குக் கேள்வி

**Model : 2**

- Raju : 1. \_\_\_\_\_?
- David : This bus leaves for Vellore at 4 p.m.
- Raju : 2. \_\_\_\_\_?
- David : It will reach Vellore at 9 p.m.
- Raju : 3. \_\_\_\_\_ fare?
- David : Five rupees
- Raju : 4. \_\_\_\_\_ a ticket no?
- David : Yes, you can

**Answers:**

1. When does this bus leave for Vellore?
2. When will it reach Vellore?
3. What is the fare?
4. Can I get a ticket now?

**Models : 3**

- Teacher : 1. Raju \_\_\_\_\_?
- Raju : yes sir, I played football.
- Teacher : I hope you have played in big matches.
2. \_\_\_\_\_?
- Raju : Yes, of course.
- Teacher : Next Sunday we are playing match against Blue Stars.
3. \_\_\_\_\_ participate in it?
- Raju : Yes, I shall, 4) I hope \_\_\_\_\_ this evening.
- Teacher : Yes by all means.

**Answer :**

1. Do you play football?
2. Have you?

3. Will you participate in it?

Yes, I shall will

4. I hope we can have some practice this evening.

#### **Model : 4**

Principal : 1)—————

Student : I come from Lalgudi.

Principal : 2)—————?

Student : My father is a land-lord

Principal : I have come to Lalgudi once.

Student : 3)—————?

Principal : Yes, I have a doctor friend there, Do you know one Mr. Murali, a famous doctor there?

Student : Yes, sir (4)————— family doctor.

#### **Answers:**

1) What do you come from?

2) What is your father?

3) Do you have any friend there, sir ?

4) He is our family doctor?

**Note :** To get answer 'Yes' or 'No'—the question to be framed is to begin with auxiliary verbs do, did, is etc Note Question. 3

#### **Exercises**

1) Ravi : 1)—————?

Ramu : My brother has gone to Ooty.



- Ravi : 2) \_\_\_\_\_?
- Ramu : No, he has gone there with his friends.
- Ravi : How long will he be staying there?
- Ramu : 3) \_\_\_\_\_ for a few days.
- Ravi : Will he return at least by this week end?
- Ramu : yes 4) \_\_\_\_\_
- 2) Sita : 1) \_\_\_\_\_
- Kamla : I have been learning dancing for the past two months.
- Sita : Who teaches you dancing?
- Kamala : Mr. Gopu \_\_\_\_\_
- Sita : How many classes do you have in a week?
- Kamala : 3) \_\_\_\_\_ three classes a week
- Sita : 4) When \_\_\_\_\_?
- Kamala : I hope my first performance will be staged before the end of this year.
- 3) Doctor : 1) \_\_\_\_\_ now Mr. Gopu?
- Gopu : Some what better, doctor. 2) \_\_\_\_\_ food?
- Doctor : 3) No, \_\_\_\_\_ only liquid diet?
- Gopu : 4) \_\_\_\_\_ regular food?
- Doctor : After three or four days:
- 4) Anand : I have brought some sweets for your children.
- 1) \_\_\_\_\_
- Babu : Grandfather has taken them to Nehru park:
- Anand : 2) \_\_\_\_\_?
- Babu : They will be back in half an hour. Can you not wait for sometime?

Anand : Sorry, ——— I have to catch the six o' clock bus.

Will you give them these sweets?

Babu : 4) \_\_\_\_\_

5) Shopkeeper : What do you want?

Boy : 1) \_\_\_\_\_ fountain pen.

Shopkeeper : 2) \_\_\_\_\_?

Boy : No I want only a cheap one.

Shopkeeper : 3) What \_\_\_\_\_?

Boy : I would like to have a green one.

4) What \_\_\_\_\_?

I would like to have a green one.

Shopkeeper : It will cost a rupee.

6) Malini : 1) How \_\_\_\_\_?

Nalini : 1) have done very well in the Examination?

Malini : 2) Have \_\_\_\_\_?

Nalini : No, I have not yet received the Progress Card.

Malini : How long do you study at night?

Nalini : \_\_\_\_\_ up to 11 o'clock

Malini : Does your father help you in your studies?

Nalini : Yes \_\_\_\_\_

## TRANSFORMATION OF SENTENCES

### Introduction

In the prose lesson you have learnt the structure of different kinds of sentences having infinitives, participles phrases and clauses. Now in this lesson let us learn how to change one kind of sentence into another so as to get the same idea. Sentences are classified as simple, complex and compound sentences.

**Examples :** He was ill and so he could not attend school.

[a] He was ill He could not attend school.

[b] He could not attend school because he was ill.

[He] He could not attend school because of his being ill.

**Note :** We can also write because of illness or "on account of illness".

All the above sentences convey the same idea (a) is a compound sentence because two main clauses (idea) are combined by "And, so, so and but" are known as co-ordinating conjunctions (b) is a complex sentence because we have one main clause and a subordinate clause. We can have two or more subordinate clauses, as well So In a complex sentence we have only one main clause and any number of subordinate clauses. A subordinate clause has a subject word and a predicate part with (finite verb). But it cannot stand by itself. It has to be connected with the main clause by words like "as when, though, as long as, which that" etc. The subordinate clause are classified as Noun clauses, Adjective clauses and Adverbial clauses

In eg. (c) We have replaced the italicised clause with a phrase. Note that the finite verb in the subordinate clause here "was" is to be removed or

changed into a participle or infinitive. This is called a simple sentence in which only the finite verb on the main clause is unchanged. Under the Teaching Items in the prose lesson. We have given the names of different kinds of clauses. We have explained how to change one kind of sentence into the other, through various sentence patterns.

Now to test your skill in expressing ideas in different way through the above patterns of sentences, questions under these heading find a place in the question paper. You will be given guide-words in brackets. Some models have been answered.

**1. Combine each pair of sentences using the words given within brackets:**

1. They were playing. They saw a snake. (When or While)

Ans : When they were playing they saw a snake.

2. They had taken their food. Then they went to bed (Having)

Having taken their food, they went to bed.

3. He saw a fire He Phoned to the fire service (seeing)

On seeing a fire, he phoned to the fire-service.

4. You are a student, Don't enter politics (as long as)

As long as you are a student, don't enter politics.

5. The bell rang, At once the boys ran to the class (as soon as)

As soon as the bell rang, the boys run to the class.

6. He took the chain. Then he killed the girl (After)

He killed the girl. after he had taken the chain.

**Note:** When "after" is used the first sentence is put after the main clause. The verb "took", which is the past tense is changed into the past perfect tense "had taken"

7. The fire-engine arrived. The fire had spread by that time (Before)  
The fire had spread, before the fire engine arrived.

8. I shall finish my work. Wait up to that time. (use till)  
Wait, till I finish my work.
9. His mother was ill. So he could not attend school. (because)  
He could not attend school, because his mother was ill.

**Note:** This first sentence tells us why he did not attend school.

So it connected with the main sentence by the conjunction. (because)

10. The huts Caught fire. Someone had thrown the bit of a burning cigarette. (because)

The huts caught fire because someone had thrown the bit of a burning cigarette.

**Note:** Here, the second sentence tells us why the huts caught fire. So, it is put after the connecting word "because"

11. The car dashed against a tree. The driver was careless. (because of, on account of)

The car dashed against a tree because of the carelessness of the driver.  
The car dashed the tree on account of the carelessness of the driver.

**Note:** "because of and "on account of have the same meaning one can be used in the place of the other. The Adjective "careless" is turned into a noun "careless" Look at the following examples :

12. The huts caught fire. Someone had thrown a burning cigarette. (because of)

The huts caught fire because of someone having thrown a burning cigarette.

Or

The huts caught fire, because of the burning cigarette be thrown by some one.



13. He is old. But still he walks long distances. (though in spite of)  
 Though he is old, he still walks long distances. In spite of being old.  
 (in spite of his old age) he still walks long distances.

**Note :** (1) instead of "but" we can have words "you, still," When we use "though" or "in spite of" the word "but" should be omitted.

When we use the phrase "in spite of" we should change the finite verb into a present participle.

1. Jack had read his lessons day and night. Yet he failed in the exam.  
 (In spite of)

In spite of having read his lessons day and night. Jack failed in the exam.

**Note :** The word 'Yet' is omitted. 'He' refers to "Jack" So the subject word 'he' in the second sentence, is replaced with Jack "Had" is 'changed into the present participle "having"'.  
 15. The day was hot But they continued their journey. (In spite of) In spite of the day being hot, they continued their journey.

**Note :** In the first sentence, the subject word is 'day'; in the second the subject is "they"

The subject words differ. In such cases the subject word is put after the phrase "in spite of"

16. Study well You can get the first rank in the exam

If you study well you can get the first rank.

In the event of studying well. You can get the first rank.

**Note :** We use a phrase in the second answer. So, the finite verb "study" is changed into "studying".

17. Stop smoking. Or else you will die of cancer (unless)  
Unless you stop smoking you will die of cancer.
18. Let Tom meet me. I shall advise him. (if, in the event of)  
If Tom meets me, I shall advise him.

In the event of Tom getting me I shall advise him.

**Note :** The word 'yet' is omitted. Tom is a third person singular number subject. So the verb becomes meets.

19. I did not run fast. I missed the train (if had)  
If I had run fast, I would not have missed the train.

Had I run fast I would not have missed the train.

**NOTES:** In the "if" clause we have used the past perfect of run

In the main clause we use future perfect tense would not have missed".

20. i) I did not have sufficient time. (if/in the event of So I could not finish the work.)
- ii) If I had sufficient time, I could have finished the work In the event of having had sufficient time I could have finished the work.

**Note :** The negative verb in the first sentence has been changed into a positive one; in such cases "could not finish" is changed into "could have finished".

21. We get children vaccinated. It protects them from small pox.  
(in order to)

We get children vaccinated in order to protect them from small pox.

22. Rahim is very weak. He cannot walk. (So that too) Rahim is so Weak that he cannot walk Rahim is too weak to walk.

Note: 'Very' is replaced with "so", 'that' is used as the connecting word, in the second answer 'so' is replaced with 'too' and we use the infinitive of the main verb- 'cannot walk' changed into 'to walk'.

23. He speaks very fast. I am not able to follow him. (so that/too-to)

He speaks very fast. I am not able to follow him.

He speaks too fast for me to follow.

24. The questions were very easy- I wrote the answers in no time.

(enough)

The questions were easy, enough for me to write the answers in no time.

25. Sita seems to be tired She must take some rest (Had better) Sita had better take some rest since she seems to be tired.

Note: 'Must or should' is replaced with 'had better' 'since' is used as connecting word

26. Cricket is a popular game. It draws huge crowds (such....as such a popular game as cricket draws huge crowds (such.....as) Cricket is such a popular game' that It draws huge crowds.

Note: The position of 'such' and 'as' such and that in the sentences. The sentences begin with 'such'.

27. Gandhiji, Nehruji and Rajaji were great men. We always remember them. (such-as)

We always remember such great men as Gandhiji, Nehruji, and Rajaji.

28. Gopal had failed in the examination It is a pity. (that) It is a pity that Gopal had failed in the examination.

29. Hari has gone somewhere. I don't know, (where, whereabouts)

I don't know where Hari has gone

I don't know the whereabouts of Hari.

30. I killed the snake. It entered my house (which)

I killed the snake which entered my house.

31. David is guilty. But he behaves like an Innocent man.

(as if, as though)

Though guilty, David as if he were an innocent man.

32. Sita is poor. But she behaves like a rich girl. (as if, as though)

Though poor, Sita behaves as if she were rich

**II. Rewrite each of the following using sentences using the words within brackets:**

1. That many children are affected by polio is a pity. (start with It')

It is pity that many children are affected by polio.

**Note :** The sentence is in a reversed form it is used as a subject word for the main it is pity".

2. The weather was so chill that we could not go out (too, to)

The weather was too chill for us to go out

Though our school team played well, it lost the match (in spite of)

In spite of playing well, our team lost the match

4. As soon as I reached the station the engine whistled. (No sooner that)

No sooner did I reach the station than the engine whistled.

**Note :** I reached is split into did I reach. 'than' is the connecting word.

5. He will miss the train, unless he takes a taxi

If he does not take a taxi he will miss the train.

**Note:** Unless means 'if-not'

The verb 'takes' is changed into the negative does not take

6. He plays not only cricket but also hockey. (as well as both)  
 He plays cricket as well as hockey.  
 He plays both cricket and hockey.
7. It looks like a snake. (seems)  
 It seems to be snake.
8. She behaves like an aristocrat. (as if)  
 She behaves as if she were an aristocrat.
9. He was so brave as to attack the tiger. (dare)  
 He dared to attack the tiger.

### *Exercises*

1. Combine each of the following pairs of sentences using the words given with in brackets:
1. The headmistress was presents at the match.  
 This encouraged the players (presence)
  2. Mr. Manickam is not a generous man.  
 But he speaks like that (but for)
  3. Work hard, Only then you will pass. (Unless)
  4. He helped me I got the job (as if)
  5. The girls were dancing. One girl fainted suddenly (While)
  6. He did not catch the train. He did not reach the station in time. (because)
  7. I wash my hands. They are dirty (when)
  8. He saw the thief.
  9. The first man landed on the moon. He was the Astronaut Armstrong. (Who)



10. The problem is difficult. Even brilliant pupils cannot solve it.  
(so-that-not)

**II. Rewrite each of following-sentences using the words within brackets:**

1. Consult the doctor at once. (had better)
2. Susila was bold enough to argue with her husband, (dare)
3. She was see kind that every one liked her. (such that)
- 4 This boy can do difficult sums, but he is only six. (although)
5. My father won't help me and my brother won't help me either  
(neither-nor)
6. Kalyani is not a poor girl, but she looks like one.
7. Large cities like Bombay, Calcutta and Delhi are becoming crowded.  
(such-as)
8. As soon as he lifted the bow it broke. (No sooner - than)
9. If you are honest, you will be rewarded, (in the event of)
10. He could not have college education, because he was poor.  
(because of)

## LESSON - 27

### REPORTED SPEECH

இருவர் நேருக்கு நேர் பேசிக் கொள்ளும் போது அதை Direct Speech என்கிறோம். அவர்கள் பேசிக் கொண்டதை மற்றொருவர் எடுத்துச் சொல்லும் போது Reported Speech ஆகிறது Direct Speech.

"இந்த அடையாளங்களும் அமையும் இந்த அடையாளங்கள் inverted commas எனப்படும். வெவ்வேறு முறையில் எழுதப்படுவதை கவனி.

Raju says, "Sita I am not well today"

"Sita. I am not well today" said Raju.

Sita said to Raju, "I am not well today".

ராஜு சீதாவைப் பார்த்து பேசுகிறார். ஆனால் பேச்சை யார் யாரைப் பார்த்துப் பேசுகிறார் என்பதைக் கவனித்து எழுதவேண்டும். இப்பகுதி அதற்கான பயற்சியைக் கொடுக்கிறது.

இதற்கான அடிப்படை விதிகள் இதோ :

#### Direct Speech

today, this day, this morning

yesterday, last week  
the

tomorrow, coming Monday

here, now

me, us, you,

this these,

#### Reported Speech

On that day, that day, that morning

the previous day the day before  
previous week

the next day, the next Monday

here then

him, here, them (பேசுவர் கேட்பவருக்கு தகுந்தாற்போல்)

that those

சாதாரண வாக்கியங்கள் வரும் பேச்சுக்கள் :

Eg. 1. Raju said "Sita, I am taking you to a picture today"

Raju told Sita that he was taking her to a picture that day.

I. பேசுபவன் யார், உரைப் பார்த்தல் போகிறார் என்பதைக் கவனித்து ஆண்பால், பெண்பாலுக்கு ஏற்ப he, she, உபயோகிக்க வேண்டும்.

1. Rajuவைக் குறிப்பதால் 'I' he, ஆகிறது. You - Sita வைக் குறிப்பதால் her ஆகிறது.

2. Present tense க் உட்கர் verb 'past tense' க் அமைகிறது am taking - was taking.

3. today - that day.

4. Inverted Comma எடுத்துவிட்டு இமைப்பு வார்த்தையாக 'that' cum. வேண்டும்.

5. பேசப்படும் நாள் யார் என்று தெரியும் இடத்து 'told' போடுக, 'told'க்குப் பிறகு 'to' வராது.

Sita, said to Raju "Yesterday, I met your teacher". (DS) Sita told Raju that the day before she had met his teacher (Reported Speech)

உவமை :

1. பேசுபவர் பெண்பால், எனவே, 'I - She' ஆகிறது. பேசப்படுவது ஆண்பால், எனவே, 'Your' - his ஆகிறது.

2. 'met' past tense க் உட்கர் தென்று நடந்த செய்கை, எனவே முற்றுப்பெற்ற செய்கை. Past Perfect - 'had met' ஆகிறது.

3. 'yesterday' - Reported Speech 'the day before' (for) the previous day என்று மற்ற வேண்டும்.

eg. 4. The teacher said to the boys, "Tomorrow we are going, to Alagar Koll - Direct Speech.

The Teacher told the boys that on the next day they were going to Alagar Koll - Reported Speech.

**கவன :**

1. We-I st person இது 3rd person they ஆக மாறுகிறது.
2. "Tomorrow" the next day மாறுகிறது.
3. Present continuous "were going past continuous ஆகிறது.

eg. 4. I said to Raju, "I will meet your teacher this Sunday-Direct Speech.

I said to Raju that, I would meet this teacher that Sunday-Reported Speech.

**கவன :**

1. பேச்சில் உள்ள I என் மாற்றப்படவில்லை? எனது பேச்சை நானே Report செய்வதால் First Person I, we my அய்வாறே Reported Speechல் இருக்கும்.

2. Will, shall ஆகியவற்றை Past tense would ஆக மாற்று. இதே போல், can, may, cant, must, should ஆகைய ஆக இருக்கும்.

3. பேசப்படுவது Raju -- எனவே your teacher -- அவளது ஆசிரியரைக் குறிப்பதால் his teacher ஆகிற்று. பெண்பாலுக்கு her teacher, பலரும் their teacher என வரும்.

eg. 15. The teacher said 'The earth draws things thrown up' -- (Direct Speech). The teacher said that the earth draws things thrown up - Reported Speech.

**கவன :**

1. யாழ்ப்பாணப் பனித்து பேசுகிறான் என்பது தெரியவில்லை. எனவே saidக்குப் பிறகு உடனடி "that" இடைமையி வந்ததைப் பெயர்ப்பட்டது.

2. பூமி பொருள்களை இழுப்பது பொது உண்மை இம்மாதிரி இடங்களில் Present Tense ஐ மாற்றாதே

மேற்கண்ட குறிப்புகளை மனதில் கொண்டு கீழே கொடுக்கப்பட்ட நேரடிப் பேச்சுக்களை Reported Speech உருவத்தில் மாற்றுக.

- Ex-1 1. Father said to Leela, 'I want to meet your teacher tomorrow'  
 2. Mother said to Leela. "I shall buy your a sari tomorrow"  
 3. Father said to Raju. "You can come to my office this evening".  
 4. Sita said to Raju, 'I will lend you my pen'.  
 5. The teacher said to the boys. Tomorrow we are having a special class".  
 6. The mother said to the child, "The sun rises in the east".  
 7. "I shall certainly lend you the book if you need it" my friend said to me.  
 8. The girl said to the teacher. I have got this poem by heart already.  
 9. Yesterday I met our friend Raju said Hari to me.  
 10. I said to Sita, 'I shall come to your house tomorrow.

### 1. பேச்சில் கேள்வி வகையம்

1. Raju asked Leela, 'Where are you going?'

Raju asked Leela, where she was going?

2. Raju asked Leela. When will your teacher return from Madras?

Raju asked Leela, when her teacher would return from Madras.



கவனி

1. Reported Speechல் கேள்வி வாக்கியம், Assertive வாக்கியமாக அமைகிறது. எனவே Subjectஐ அடுத்து Predicate.
2. You Leelaவைக் குறிக்கிறது. எனவே Subject 'she'  
Your teacher — Leelaவின் ஆசிரியர் எனவே her teacher.
3. are going-was going என்று Past tenseல் அமைகின்றன
4. இணைப்பு வார்த்தையாக கேள்வியைத் துவக்கும் When, where, Why, what, who போன்றவையே அமைகின்றன.
5. வினைகள் do, did, does, is, was, are, were, have, has, had, will, shall, can, could போன்ற விவரங்களுடன் துவங்கும் கேள்வியாக இருந்தால் இணைப்பு வார்த்தையாக if அல்லது 'Whether' போடுக.

### Some Examples

1. My father asked me. "Is your teacher in town?"  
My father asked me if my teacher was in town;
2. Sita asked her brother, "Have you taken her pen?"  
Sita asked her brother if he had taken her pen.
3. Rahim asked me, "Will you meet me today at school?"  
Rahim asked me if I would meet him that day at school.
4. The teacher asked Raju, "Do you play; hockey?"  
The teacher asked Raju whether he played hockey.
5. David asked Leela "Did you do your home work?"  
David asked Leela if she had done her home-work.

கவனி

Did-Past tenseஐக் காட்டுவதால் Past perfect ஆன had done ஆகிறது

*Write the following in Reported (Indirect) Speech :*

### Exercise II

1. 'Are you a scholar?' said Ram to me.
2. "Do you know the answer for this question?" said the teacher to Gopal.
3. "Did you pay the special fees?" said the Headmaster to Gopal.
4. "Will you lend me your umbrella?" said Sita to her brother.
5. Ram said to me "Where you live?"
6. My father asked me, "Why are you late today?"
7. The teacher asked Venu, "Who is your neighbour?"
8. "Am I right?" said Gopu to the teacher.
9. "Have you seen my little dog anywhere?" said my neighbour to me."
10. kamala asked Vimala, Why where you absent yesterday?"

### III உத்திரவு வேண்டுகோள் வாக்கியங்கள் மாற்றல்

உதாரணம்      The captain said, "Men draw your guns"

The captain ordered the men to draw their guns.

The mother said to her children, "Don't go to the garden"

The mother advised her children not to go the garden.

Sita said to Raju, "Please, lend me yor pen?"

Sita requested Raju to lend her a pen.

### கவனி

1. கூறப்படும் வாக்கியம் உத்திரவு (order) புத்தியுதிரவு (advise)  
அல்லது வேண்டுகோள் (request) என்பதைக் கவனித்து அதற்கேற்ப  
ordered, advised, requested என்று போடுக.

2. வினைச் சொல்லின் மூலபாக 10 என்ற வார்த்தை வரும்.
3. Don't வந்தால் சொல்லாதே என்ற கருத்து. எப்போது not போட்டு பிறகு 10 போடு.
4. Please may என்ற வார்த்தைகள் வந்தால் request போடு.

### Exercise III

1. "Be true to yourself" said the master to the servants.
2. The doctor said to the patient, "Take this medicine regularly"
3. My father said to the "Don't drive rashly".
4. I said to Ram, "Please, lend me your camera tomorrow".
5. The Officer said to his clerk. "Leave this place at once".

### V. Exclamatory Sentences :

உணர்ச்சிகளை வெளிப்படுத்தும் பேச்சு (Exclamatory) ஆச்சரியக் குறி போடப்பட்டிருக்கும். Ah, Oh, Alas போன்ற வார்த்தைகளும் வரும்.

1. On seeing the picture Raju said, "What a fine picture!"  
On seeing picture Raju exclaimed that it was a very fine picture.
2. Raju said, "Oh Mr. Stanley is a fine gentleman".  
Raju exclaimed that Mr. Stanley was a very fine gentleman.
3. The captain cried, "Alas! the battle is lost"  
The captain cried (exclaimed) with sorrow that the battle was lost.
4. The boys shouted, "Hurrah! we have won the match".  
The boys shouted with joy that they had won the match.

கவனி

1. Cried, shouted, exclaimed என்ற வார்த்தைகளை உபயோகப்படுகின்றன.

2. உணர்ச்சிகளைப் பொருத்து with sorrow, with joy என்ற வார்த்தைகள் பயன்படுகின்றன.
2. வினைச்சொல் இல்லாத இடத்து It was, he was என்று துவங்குகிறோம்.
1. "Oh! for a morsel of food," cried the beggar
2. "How intelligent you are!" said Sita to Kamaja.
3. "A prisoner cried", What a cruel deed you have done?
4. The mother said, "What a lazy girl you are!"
5. She said. Alas, my mother is dead"

மேற்படி நான்கு வகை வாக்கியங்களையும் கவந்து வரும்  
Reported Speech உரையாடல்களை ஆக்குவதில் பயிற்சி பெறுக

Ex. 1. Raju said "Sita where are you going?"

Sita replied, "I am going to the class"

Raju replied, "Have you any special class?"

Sita said. "yes"

### Answer

Raju asked Sita where she was going.

Sita replied that she was going to school

Raju asked her if she had any special class.

Sita replied in the affirmative.

(Yes வந்தால் replied in the affirmative; 'no' வந்தால் replied, in the negative)

### Exercise V

Write in the Indirect Speech

1. "Did you see the doctor yesterday?" asked Mr. Saravanan  
"I will see him this evening" replied Mrs. Saravanan.

2. Tom asked the poen, "Is your principal in town? May I see him this evening?"
3. "I have lost my purse, Sir" said the man to the Inspector of police.
4. Where did you go with your father yesterday?" Mani asked Leela.

Leela replied. I went to the market".

**Reported Speech | Direct ஆக மாற்றல்**

**Direct Speechக்குக் கொடுக்கப்பட்ட குறிப்புகளைத் திரும்பத் திரும்ப படித்தால் இப்பகுதி எலாம்**

**Eg. 1) Raju asked the conductor where the bus was going.**

**The conductor replied that it was going to Madurai.**

**Answer :**

**Raju said, "Where is the bus going?"**

**The conductor replied, "It is going to Madurai."**

**உவமை :**

**சென்னை துவங்கும் இடத்தில் Inverted Commas ஐப் போடுக, that, if, to இணைப்பு வார்த்தைகளை நீக்கி விடு. Third Person Pronounsவை எதிர்ப்படுத்திற்றுத் தக்கவாறே போல் 1st person 2nd person ஆக மாற்று.**

**Eg. 2) Raju told the postman that Mr. John had left for Madras. The postman asked when he would return.**

**Ans.**

**Raju said to the postman, Mr. John has left for Madras.**

**"The postman said, "When will he return?"**

**Eg. 3) Raju asked Leela is she was not going to school that day. Leela replied the she was not doing well.**



Raju asked Leela, "Are you not going to school today?"

Leela replied, I am not doing well

### **Exercise VI**

1. My teacher asked me what I wanted to become.

I replied that I wanted to become a doctor.

2. The boy asked the teacher if they could go on an excursion.

The teacher asked them to meet him in the evening.

3. The visitor asked the peon to show him into the Director's room.

The peon asked him who he was.

4. The teacher asked Ram how he had answered that day's papers.

Ram replied that he had answered well.

5. The booking clerk asked the passenger how many seats he wanted.

The passenger replied that he needed four tickets.

# PRE - FOUNDATION EXAMINATION, OCTOBER 2003.

## Part II - English

*Time: Three hours*

*Maximum: 100 marks*

### PART A - (55 marks)

#### (TEXTS)

1. Answer any ONE of the following questions in about 200 words: (15)

- (a) What does Samuel Smiles say about 'Little Things'?
- (b) What are the insults that forced Gandhi to fight for the rights of the coloured people?
- (c) Comment on the part played by the fruit seller in the lesson "Greed Well punished".

2. Answer any TWO of the following questions each in a paragraph.  
(2x 7 1/2 = 15)

- a) Sketch the character of Sancho Panza
- b) Write a note on the meeting of Orlando and Rosalind in the forest.
- c) What is the message of the poem "The Ant and the Cricket"?
- d) What are the wonders of Bird migration?

3. Answer any TEN of the following questions, each in a sentence or two: (15)

- a) What do the pilgrims admire in Madurai?

- b) How was the river useful to the Villagers?
- c) How did the monkey come to know the evil intention of the crocodile?
- d) Why should a man save a part of his wages?
- e) How did Quixote appear?
- f) What is known as the "Theory of light"?
- g) What did the Magistrate ask Gandhi to do?
- h) Who was Adam?
- i) What did the cricket ask the ant?
- j) Do the flowers remain in the tree forever?
- k) What made the Czar honour the soldier?
- l) How should be our thoughts and action according to Tagore?
- m) What does the word 'Sanchayika' mean?
- n) Who lead the migrating birds?
- o) How did Newton astonish his companions?

**4. Read the following passage and answer the questions on it: (5)**

A man may work hard and earn high wages. But if he does not budget his expenditure and put by something for the future he will remain poor till the end.

- a) What does the writer mean by 'high wages'?
- b) Define the word 'budget'.
- c) Give the antonym of the word 'expenditure'.

- d) Explain 'something for the future'.  
 e) What do you understand from this passage? 5.

Read the following passage and answer the questions given below: (5)

Indeed I know not if you sleep or feed;

How motionless! nor frozen seas

More motionless! and then

What joy awaits you when the breeze

Hath found you out among the trees.

- a) Who is the speaker?  
 b) Identify the 'you' referred to in the poem?  
 c) What does the word 'motionless' mean?  
 d) Explain 'nor frozen seas more motionless'.  
 e) What do you understand from the words "joy awaits you"?

### PART B - (45 marks)

#### (COMPOSITION AND GRAMMAR)

6. Write an essay in about 15 sentences on ONE of the following: (10)

- a) A Cricket Match.  
 b) A visit to a circus show.  
 c) Importance of Electricity in our life.

7. Attempt ONE of the following : (10)

- a) Write a letter to the Executive Officer of your Town Panchayat, complaining about the insanitary conditions of your street.

b) Write a letter to your father asking him for money and permission to go on a picnic with friends during the holidays.

c) Develop the following hints into a story :

King wants to test the honesty of his people - places a big jar at market - jar fully covered - only a small hole at the top - King orders everyone should pour into the jar a cup of milk - only one go into the room - others cannot see a man pouring milk into man thinks - "No one will see me can't I pour a cup of water into the jar - he does so - others also think the same way - many people pour water instead of milk - jar's lid removed - King finds only water - declares Majority of people dishonest.

8. Read the following passage and answer the questions on it (5X2=10)

There lived in the capital two brothers Oliver and Orlando. They were sons of the Roland who was a close friend of the good duke. They differed from each other in their character Oliver the elder of the two was wicked man and treacherous where as Orlando was a gentle brace youth with fine manners. They used to quarrel over the sharing of their father's property.

a) How do the two brothers differ from each other's character?

b) Mention the name of the friend of the duke.

c) What does the word 'treacherous' mean?

d) Choose the correct sentence.

i) Two brothers lived in a country village.

ii) Oliver was a wicked man.

iii) The brothers did not have any quarrel between them.

e) Orlando was a gentleman with fine \_\_\_\_\_.

9. Complete the following dialogue by filling up the blanks meaningfully:

(3)

Shop Keeper : What, do you want?

Boy : \_\_\_\_\_ fountain pen.

Shop Keeper : \_\_\_\_\_ ?



- Boy : No, I want only a cheap one.  
 Shop Keeper : What \_\_\_\_\_ ?  
 Boy : I would like to have a blue one.

10. Re - write the following as directed : (8)

- a) John gave Mary a ring. (Change the voice)  
 b) Raheem asked me, "Will you meet me today at school?"  
 (Change it into reported speech)  
 c) You are a good student. Don't enter politics. (Re - write using  
 'As long as')  
 d) The bundle was so heavy that she could not lift it up.  
 (Re - write using too ... to)  
 e) The rain stopped. At one the students went out. (Re - write using  
 ('As soon as'))  
 f) She wrote the examination last week.  
 (Change it into an interrogative sentence)  
 g) Rani sat \_\_\_\_\_ a sofa. (Supply suitable preposition)  
 h) The Sun \_\_\_\_\_ (rise) in the East and \_\_\_\_\_ (set) in the  
 West everyday.

(use the correct forms of the verbs given in the brackets)

11. Combine the pairs of the sentences using the words given in the list at  
 the end: (4)

- a) It is very dark; We can't see anything.  
 b) Take medicine regularly. You will not recover.  
 c) Make your purchase. Leave the shop.  
 d) She knew the secret. She did not tell us.

(Words : Otherwise, so, still, either ... or).